

Faculty of Arts and Sciences

**Information for Faculty
Offering Instruction in
Arts and Sciences
2003–2004**

Harvard University

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Information for Faculty Offering Instruction in Arts and Sciences 2003–04

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Review of academic, financial, and other considerations leads to changes in the policies, rules, and regulations applicable to students and instructors, and the Faculty of Arts and Sciences, therefore, reserves the right to make changes at any time. These changes may affect such matters as tuition and all other fees, courses, degrees and programs offered (including the modification or possible elimination of degrees and programs), degree and other academic requirements, academic policies, rules pertaining to student conduct and discipline, fields or areas of concentration, and other rules and regulations applicable to students and instructors.

While every effort has been made to ensure that this book is accurate and up-to-date, it may include typographical or other errors. Changes are periodically made to this publication and will be incorporated in supplements and/or new editions.

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To The Faculty

Information for Faculty Offering Instruction in Arts and Sciences is intended to serve as a convenient reference for the educational policies of the Faculty of Arts and Sciences. In addition to a discussion of instructors' responsibilities, matters related to course administration, and problems often encountered by students, this booklet includes a summary of teaching resources available to instructors, a directory of College and Graduate School of Arts and Sciences officers, and a detailed academic calendar.

All members of the FAS are urged to consult this booklet as issues arise in the administration of their courses and in their work with the students. New members of the FAS will, it is hoped, take time to acquaint themselves with all aspects of this booklet and especially with the various policies and regulations that are particular to Harvard. Avoiding misunderstandings before the fact can save valuable time and spare unnecessary embarrassment.

For example, it is important to understand that while graduate students may receive a grade of Incomplete, undergraduates cannot. In the matter of an *extension of time*, instructors may offer undergraduates an extension of time to complete course work until the end of the Examination Period; however, only with the express permission of the Administrative Board of Harvard College may instructors accept undergraduate work after the end of the Examination Period. *Final* and approved *Make-Up Examinations* are scheduled and proctored by the Registrar's Office, but the instructor is expected to be available throughout the exam to answer student questions. Instructors may not excuse a student from the final examination or make special arrangements to administer the exam at a time other than that scheduled by the Registrar. Any student absent from a regularly scheduled exam is given the grade of ABS, a failing grade. Instructors should be in residence throughout the academic year, including the Reading and Examination Periods. *Short absences* require approval of the department chair; *absences of more than one week* must be approved by the Dean of the Faculty. *Exclusion from a course, grade changes*, and the *retention of blue examination books* constitute further areas to which new faculty members are urged to give special attention.

Every effort has been made to explain these matters as clearly as possible in the following pages. However, should questions remain, a directory of the FAS staff members appears on page 66 to provide further assistance.

Introduction

The Faculty of Arts and Sciences

The Faculty of Arts and Sciences includes both Harvard College and the Graduate School of Arts and Sciences. As with each of the nine faculties of the University, the chief administrative officer of the FAS is its Dean. The Dean oversees both financial and academic planning for the Faculty as well as its many libraries, museums, laboratories, and centers.* The Dean is advised by an eighteen-member Faculty Council elected by and from the officers of the FAS.

Two distinguishing features of Harvard College that involve the direct participation of faculty members are the House System and the Core Curriculum.

The House System

From the beginning of his presidency, A. Lawrence Lowell aspired to create a residential system for Harvard College modeled on Oxford and Cambridge Universities. In 1928 the generous gift of a Yale alumnus, Edward S. Harkness, made that ambition a reality. Three entirely new Houses were constructed and four others created from existing residential halls, establishing the nucleus of the current House system.

All Harvard upperclassmen have a House affiliation. (The freshmen live in halls located within or adjacent to Harvard Yard. During their first year in the College they are advised by the Office of the Dean of Freshmen.) Most upperclassmen live in the Houses, each of which also affords a dining room, a library, and a variety of activities designed to foster the easy mix of social and intellectual life that President Lowell envisaged for the House system. For example, the Houses may offer seminars for course credit (see page 26). They routinely sponsor language tables and tables where students interested in a specific pursuit can gather to exchange ideas. Every term the Houses hold faculty dinners to permit undergraduates to invite their instructors for an evening of relaxed conversation and, conversely, to provide faculty members with a means to meet their students informally and learn more about their curricular and extracurricular lives.

Each House is overseen by a resident Master, usually a senior faculty member or senior administrator, and is also served by a resident dean with the title Allston Burr Senior Tutor. The Senior Tutor advises students in the House on academic and personal matters and represents House members at the Administrative Board. (Instructors concerned for whatever reason about the performance of an undergraduate should contact the appropriate Senior Tutor or Assistant Dean of Freshmen.**) Also integral to the life of the House are the Resident Tutors, who serve as social and academic advisers to the undergraduate residents of the House. They may in some cases serve as concentration advisers to the undergraduates, and they also fill a variety of administrative roles in the House. (Graduate students from the various Faculties may apply to the Masters for these positions beginning in late January.)

* Services shared by all nine faculties of the University such as food services, health services, police, fiscal services, and facilities maintenance are administered by the Office of the President.

**For further discussion of this point see the *Handbook for Students* which provides extensive discussion of the procedures of the Administrative Board.

Faculty members, administrators, Cambridge community members, and visiting scholars are eligible for affiliation with the individual Houses and comprise the Senior Common Room. Participation in a Senior Common Room affords individuals the opportunity not only to meet people from other departments but also to make contact with undergraduates in the casual atmosphere of the House dining rooms or at the varied House functions.

The Core Curriculum

The philosophy of the Core Curriculum rests on the conviction that every Harvard undergraduate should be broadly educated as well as trained in the particular discipline of a chosen concentration (major). By Faculty vote, undergraduates must pass one letter-graded course in seven of the eleven areas of the Core Curriculum. All students are exempt from four area requirements on the basis of their field of concentration. The eleven areas of the Core Curriculum are:

Foreign Cultures	Moral Reasoning
Historical Study A	Quantitative Reasoning
Historical Study B	Science A
Literature and Arts A	Science B
Literature and Arts B	Social Analysis
Literature and Arts C	

The specific definitions and guidelines of each area may be found in the Core Program section of *Courses of Instruction*.

The Core is administered by a Standing Committee of the Faculty of Arts and Sciences and by subcommittees representing each of the major Core areas. The Office of the Core is located at 38 Kirkland Street (617-495-2563).*

* Detailed information on the Core Requirement as well as all other requirements for the bachelor's degree can be found in the *Handbook for Students*.

Academic Calendar

A copy of the current FAS Academic Calendar is located at www.registrar.fas.harvard.edu.

Fall Term 2003–2004

August 1, Friday

Applications for non-resident status for the fall term or academic year for graduate students are due in department offices.

Applications for part-time graduate study due in the GSAS Dean's Office, Byerly Hall.

September 8, Monday

Registration for all freshmen and new transfer students in Harvard College.

September 10, Wednesday

Registration for all graduate students in the Graduate School of Arts and Sciences.

Registration for special students and visiting fellows in the GSAS.

September 10, Wednesday through September 11, Thursday

Derek Bok Center Teaching Orientation for teaching fellows and faculty members.

September 12, Friday

Registration for all returning and continuing undergraduate students in Harvard College.

Registration for all visiting undergraduate students in Harvard College.

Academic Year Begins

September 15, Monday

First meeting of fall term classes.

September 19, Friday

Undergraduate applications for November 2003 degrees (AB and SB) must be submitted on or before this date.

***Study Card Day
September 19, Friday***

Completed study cards for **upperclassmen** will be collected at the Houses and are due before 5 pm.

September 22, Monday

Completed study cards for **freshmen, new transfer students, and visiting undergraduates** are due between 9 am and 5 pm in Strauss Common Room.

Any study card filed after these dates requires the instructor's signature for every course listed.

September 22, Monday

Last day upon which undergraduates may register for the fall term.

Last day upon which undergraduates may cancel their registration for the fall term without payment of tuition.

September 24, Wednesday

Preliminary course lists issued.

October 3, Friday

Last day upon which graduate students may cancel their registration for the fall term without payment of tuition.

Approved graduate theses due for November degree candidates.

October 6, Monday

Last day upon which undergraduates may complete cross-registration.

Last day upon which freshmen, new transfer, and visiting students may drop or add any course, without a fee.

Makeup examinations for 2002–2003 spring term begin.

October 13, Monday[†]

University holiday: Columbus Day.

Last day upon which students from other schools may complete cross-registration in the Faculty of Arts and Sciences.

Plans of Study due for transfer students entering in September 2003.

***Fifth Monday[†]
October 14, Tuesday***

Fifth Monday of the term. Last day upon which undergraduates may drop or add any course or change the grade status of a letter-graded or Pass/Fail course.

[†] Due to the Columbus Day holiday, the Fifth Monday deadline for petitions to change course enrollment or grading status will be on Tuesday, October 14.

October 24, Friday through October 25, Saturday

Freshman Parents Weekend. Parents may attend classes on Friday.

October 27, Monday

Seventh Monday of the term. Last day upon which undergraduates may petition to withdraw from a fall term course.

Last day upon which graduate students may register for or add fall term courses. After this date, graduate students may add or register for TIME only.

October 31, Friday

Midterm grades (including unsatisfactory grade reports) due before 5 pm for undergraduates in courses below the 200-level.

November 11, Tuesday

University holiday: Veterans' Day.

Last day upon which graduate students may drop a course.

November 27, Thursday through November 30, Sunday

Thanksgiving recess.

December 1, Monday

Undergraduate applications for March 2004 degrees (AB and SB) must be submitted on or before this date.

Last day to change concentration for March 2004 degree candidates without Administrative Board approval.

Last day upon which March 2004 degree candidates (AB and SB) may file for a foreign language citation study plan.

Advanced Standing eligible students planning to graduate after six or seven terms in March 2005, or to begin a fourth year AM program in spring term 2005, must file "Intent to Exercise Advanced Standing Form" by this date.

Graduate applications for March 2004 degrees (AM, SM, ME, MFS, and PhD) must be submitted on or before this date.

December 17, 2003, Wednesday through January 4, 2004, Sunday

Winter recess.

January 1, Thursday

Graduate student applications for non-resident status for the spring term due in department offices.

Applications for part-time graduate study due in the GSAS Dean's Office, Byerly Hall.

January 5, Monday

Last day in the fall term upon which undergraduates will ordinarily be granted a leave of absence from the College.

Reading Period

January 5, Monday through January 16, Friday

January 16, Friday

Last day in the fall term upon which graduate students may petition for late withdrawal from a course.

Examination Period

January 17, Saturday through January 27, Tuesday

See the Examination Poster for times and locations of fall term exams.

January 19, Monday

University holiday: Martin Luther King, Jr. Day.

Fall Final/Midyear Grades Due

January 20, Tuesday through February 4, Wednesday

See page 54 for schedule of due dates.

January 30, Friday

Approved graduate theses due for March degree candidates.

Spring Term 2003–2004

February 2, Monday

Registration for all new transfer students.

February 3, Tuesday

Registration for all visiting undergraduates and new visiting fellows and special students.

Last day upon which graduate students may submit work for Incomplete grades from the 2002–2003 spring term.

Derek Bok Center Teaching Orientation for teaching fellows and faculty members.

February 4, Wednesday

Registration for all continuing and returning undergraduate students.

Registration for continuing special students, visiting fellows, and new and returning students in the Graduate School of Arts and Sciences.

Spring Term Begins

February 4, Wednesday

First meeting of spring term classes.

Study Card Day

February 11, Wednesday

Study cards are due for all students. Any study card filed after this date requires the instructor's signature for every course listed.

February 11, Wednesday

Last day upon which undergraduates may register for the spring term.

Last day upon which undergraduates may cancel their registration for the spring term without payment of tuition.

February 13, Friday

Preliminary course lists issued.

Last day upon which graduate students may cancel their registration for the spring term without payment of tuition.

Last day upon which undergraduates may complete cross-registration.

February 16, Monday

University holiday: Presidents' Day.

Last day upon which new transfers and visiting undergraduates may drop or add any course or change the grade status of a letter-graded or Pass/Fail course without a fee.

February 17, Tuesday

Makeup examinations for 2003–2004 fall term begin.

February 18, Wednesday

Last day upon which first-term graduate students and special students may drop or add any course without a fee.

March 5, Friday through March 6, Saturday

Junior Parents Weekend. Parents may attend classes on Friday.

March 8, Monday

Fifth Monday of the term. Last day upon which undergraduates may drop or add any course or change the grade status of a letter-graded or Pass/Fail course.

Last day upon which undergraduates may divide full courses with half-course credit.

Plans of Study due for transfer students entering in Spring Term 2003–2004.

Last day upon which students from other schools may complete cross-registration in the Faculty of Arts and Sciences.

March 19, Friday

Midterm grades (including unsatisfactory grade reports) due before 5 pm for undergraduates in courses below the 200-level.

March 22, Monday

Seventh Monday of the term. Last day upon which undergraduates may petition to withdraw from a spring term course.

Last day upon which graduate students may register for or add spring term courses. After this date, graduate students may add or register for TIME only.

March 27, Saturday through April 4, Sunday

Spring recess.

April 1, Thursday

Graduate student applications for June 2004 degrees (AM, SM, ME, MFS, and PhD) must be submitted on or before this date.

April 6, Tuesday

Last day upon which graduate students may drop a course or divide a full course with half-course credit.

April 16, Friday

Undergraduate student applications for June 2004 degrees (AB and SB) must be submitted on or before this date.

Last day to change concentration without Administrative Board approval for June and November 2004 degree candidates.

Last day upon which June and November 2004 degree candidates (AB and SB) may file a foreign language citation study plan.

Advanced Standing eligible students planning to graduate after six or seven terms in June or November 2005, or to begin a fourth year AM program in fall term 2005, must file the “Intent to Exercise Advanced Standing Form” by this date.

Reading Period

May 8, Saturday through May 19, Wednesday

May 8, Saturday

Last day in the spring term upon which undergraduates will ordinarily be granted a leave of absence from the College.

May 10, Monday

Plans of Study due for all freshmen, class of 2007.

May 19, Wednesday

Last day in the spring term upon which graduate students may petition for late withdrawal from a course.

Examination Period

May 20, Thursday through May 28, Friday

See the Examination Poster for times and locations of spring term exams.

Spring Final Grades Due

May 24, Monday through June 4, Friday

See page 55 for schedule of due dates.

May 25, Tuesday

Departmental recommendations for honors for graduating seniors due at the Office of the Registrar.

May 28, Friday

Approved graduate theses due for June degree candidates.

May 31, Monday

University holiday: Memorial Day.

June 7, Monday

Degree Meeting of the Faculty at 4:30 pm.

Commencement

June 10, Thursday

Harvard University Commencement.

Summer 2004

August 1, Sunday

Graduate student applications for non-resident status for the 2004–2005 fall term or academic year are due in department offices.

August 16, Monday

Graduate student applications for November 2004 degrees (AM, SM, ME, MFS, and PhD) must be submitted on or before this date.

September 14, Tuesday

Last day upon which graduate students may submit work for Incomplete grades from the 2003–2004 fall term.

Tentative Calendar for 2004–2005 and 2005–2006

	Fall Term 2004–2005	Fall Term 2005–2006
Academic Year Begins	Sept. 20 (M)	Sept. 19 (M)
Study Card Days	Sept. 24 (F) ^{††} Sept. 27 (M) ^{†††}	Sept. 23 (F) ^{††} Sept. 26 (M) ^{†††}
Thanksgiving Recess	Nov. 25 (Th)–Nov. 28 (Su)	Nov. 24 (Th)–Nov. 27 (Su)
Winter Recess	Dec. 22 (W)–Jan. 3 (M)	Dec. 21 (W)–Jan. 2 (M)
Reading Period	Jan. 4 (Tu)–Jan. 14 (F)	Jan. 3 (Tu)–Jan. 13 (F)
Examination Period	Jan. 15 (Sa)–Jan. 25 (Tu)	Jan. 14 (Sa)–Jan. 24 (Tu)
	Spring Term 2004–2005	Spring Term 2005–2006
Spring Term Begins	Feb. 2 (W)	Feb. 1 (W)
Study Card Day	Feb. 9 (W) [†]	Feb. 8 (W) [†]
Spring Recess	Mar. 26 (Sa)–Apr. 3 (Su)	Mar. 25 (Sa)–Apr. 2 (Su)
Reading Period	May 7 (Sa)–May 18 (W)	May 6 (Sa)–May 17 (W)
Examination Period	May 19 (Th)–May 27 (F)	May 18 (Th)–May 26 (F)
Commencement	June 9 (Th)	June 8 (Th)

[†] Study card day for all students.

^{††} Study card day for upperclassmen, visiting undergraduates, new transfer students, and graduate students.

^{†††} Study card day for freshmen.

Responsibilities of Instructors

Instructors' Presence During the Academic Year

Instructors are expected to be in residence throughout the academic year, including the Reading Periods and Examination Periods. However, short absences may become necessary and are permissible, so long as academic responsibilities are met or adequately covered and the following procedures have been observed.

Faculty members who must be absent during term time for a period of more than one week or for a shorter period which, nevertheless, requires some reduction or change in scheduled instruction should first consult the Chair of the appropriate department(s) and/or the Director of the Core Program. The Chair and/or Director will determine whether all teaching responsibilities are to be adequately covered. If the proposed absence is for one week or less, no further approval is necessary. To request an absence of more than one week, the faculty member should apply to the Dean of the Faculty and state the reason for the absence and the provisions to be made for meeting academic responsibilities. "Permission to be Absent" forms are available for this purpose from department administrators and require the endorsement of the department Chair.

Responsibility for Instruction

Responsibility for instruction rests solely with the head of the course. This person's name appears with the course listing in *Courses of Instruction* as the instructor of the course. If there are several instructors, the name of the course head appears first. The course head alone signs study cards and receives course lists and grade sheets. Only an individual holding a teaching appointment can be a course head. "Teaching appointment" is understood here as any FAS appointment at the rank of Lecturer, Preceptor, or Professor (assistant, associate, or full), and for undergraduate teaching only, Instructor. Teaching Fellowships, Teaching Assistantships, and Course Assistantships **are not** teaching appointments in this context; persons holding these ranks assist in courses or tutorials under the supervision of those holding teaching appointments. Recommendations for teaching appointments may be made only by departments or committees empowered to offer courses for credit.

Only assistant, associate, or full professors in other Harvard Faculties **who offer courses for academic credit in that Faculty** may teach in the FAS without an FAS teaching appointment. All other non-FAS faculty—those holding appointments below the rank of assistant professor or those who do not offer courses for academic credit in their Faculty—may teach in the FAS only if they are appointed to the rank of Lecturer in the Faculty of Arts and Sciences under the normal rules governing such appointments.

The term "responsibility for instruction" includes:

- Responsibility for the structure and content of the course, including any regular sections of the course;
- Responsibility for the continuity of course meetings, whether these be lecture or discussion groups;

- Responsibility for the evaluation of student performance in the course, including the performance of students who may have been granted makeup examinations that take place the following term; and
- Responsibility for the screening and selection of teaching fellows, teaching assistants, and course assistants in accordance with policies established by the Faculty of Arts and Sciences, the Graduate School of Arts and Sciences, and/or the department.

None of the above responsibilities may be delegated to persons not holding teaching appointments.

Instructors who hold a teaching appointment or who assist in courses or tutorials may not give private instruction for pay to students in the University without the consent of the Chair of the department concerned and the Dean of the Faculty. Under no circumstances may instructors privately tutor for pay in courses in which they are employed by the University.

Responsibility for Evaluation

Responsibility for evaluation rests with the individual listed in *Courses of Instruction* as the instructor in charge (the course head). For courses taught by more than one instructor, the course head is listed in the catalog first and the others are listed alphabetically. For Independent Study (see page 26) responsibility rests with that individual holding a teaching appointment who has signed the petition permitting the student to enroll.

In some large courses or tutorials, teaching fellows, teaching assistants, or course assistants may have a role in the evaluation of the students in the course, subject to the limitations set by the Faculty Council and the Educational Policy Committee (see below). Nevertheless, **the final responsibility for each grade rests with the course head.** This includes the evaluation of makeup examinations, which are administered during the following term.

The work of graduate students, including those enrolled in courses open to both graduate and undergraduate students (100-level and below), should be evaluated only by individuals holding teaching appointments as defined in the section “Responsibility for Instruction” (see page 14). “Work” refers to major examinations and written exercises but not necessarily to problem sets, laboratory work, or similar exercises. In the same light, while undergraduate course assistants may participate in the evaluation of students, they should not be involved in the *subjective* evaluation of essays and examinations.

Professional Conduct

The following text was approved by the Faculty Council for distribution to the full faculty, not as a codification of official institutional policy but as a “discussion document” to be used as a point of reference. An earlier version of this text was discussed at the Faculty Meeting of October 17, 1995.

The secret of education lies in respecting the pupil.
—Emerson

The importance of professional conduct within the academic community is self-evident, but what precisely is meant by the phrase is not. For “professional conduct” covers a multitude of situations. No single style or method of teaching guarantees it; a teacher may be appropriately professional

whether meeting students at a café or in an office, whether by nature gregarious and sociable, or shy and reserved. Yet there are principles underlying the concept, that allow it to be honored when present and deplored when absent. In a university setting, professional conduct rests upon an enduring respect for fellow human beings and for the vocation of teaching, and a recognition that a teacher's powers and responsibilities must not be abused. The basic principles may be easier to appreciate abstractly than to apply while teaching.

The list that follows is designed to bring these principles into focus as a basis for discussion among and between faculty, teaching fellows, and other instructional support staff.

Issues for Consideration

Authority By virtue of their authority within the academic community, teachers have the power to influence thought and behavior, and the concomitant responsibility to recognize the potential weight of their verbal and non-verbal expressions. As leaders in the classroom, teachers have the responsibility not only to impart the excitement of ideas and the challenge of academic debate, but also the importance of courtesy and respect in intellectual dialogue.

Fair Treatment of All Students Students should be treated even-handedly. Equity is not necessarily achieved, however, by treating all students in precisely the same way. For example, some students respond positively to hearty, well-intoned criticism while others are discouraged by it. Some students welcome public comments about their work, while others are embarrassed by them. Genuinely even-handed treatment of students depends upon making a conscientious attempt to recognize and appreciate such differences. Teachers (and students) should guard particularly against ethnic, religious, sexual, and other discriminatory stereotyping.

Interpersonal Relations The power teachers exercise over students to penalize or reward in the form of grades and recommendations requires caution in interpersonal interactions, and the need to avoid the kind of familiarity that compromises objective and fair evaluation of a student's work. In particular, sexual advances towards or liaisons with one's students are inappropriate, and violate University policy. Within these limits, however, intellectual mentoring and friendly interaction are important elements of the learning and teaching process.

Clear Communication Because the evaluation of students partly depends on their understanding of the requirements of a course, course heads should be clear in their articulation of expectations, assignments, and the rules of collaboration and citation. Providing written explanations of assignments and requirements reduces the risk of misunderstanding. Students have a right to expect prompt return of papers and exams and a clear justification of evaluation, just as instructors have the right to expect that assignments will be thoughtfully completed on time.

Classroom Engagement The classroom is frequently the site of intense intellectual debate—or, alternatively, unbearable silence. Maintaining an environment for a constructive contest between ideas and their supporting evidence is primarily the responsibility of the teacher. Teachers should be aware of any tendency to favor one mode of argument over another, in which only certain students thrive; of the importance of listening attentively and with respect; and of the significance of nonverbal clues (nods, frowns, gestures, etc.).

Services

Criticism of Work

Comments should be directed at the work, not the person; and they should contribute to the refinement of both thinking and presentation. Peremptory dismissiveness is not appropriate.

Grades

Professors are responsible for the oversight of all grades given by teaching fellows.

Letters of Recommendation

Students depend on instructors for letters of recommendation. Honesty and fairness in responding to requests for recommendations is essential.

Advising

Access to advising should be offered and equally afforded to all.

Confidentiality and Discretion Teachers are privy to information (and opinions) about students that ought to remain confidential. Exceptions should be made only in cases of emergency, such as threat of suicide, or other harmful behavior, when confidentiality is secondary to a student's welfare. Talking with colleagues or other students about confidential student information is inappropriate, as is any form of public embarrassment or shaming of a student.

Collegial Conduct Status differences exist within the teaching staff of every university. Awareness of the relative positions of colleagues in the academic hierarchy may avoid placing them in awkward or compromising situations. The implications of making particular requests of one's juniors ought to be considered before making them; the right to refuse, for reasonable cause, without consequence, ought to be guaranteed every member of the community. Professional and research opportunities should be awarded with equity and fairness.

Other Sources of Information

Teaching Fellows Handbook (GSAS and the Derek Bok Center for Teaching and Learning)

"Tips for Teachers: Sensitivity to Women in the Contemporary Classroom;"
"Tips for Teachers: Encouraging Students in a Racially Diverse Classroom" (The Derek Bok Center for Teaching and Learning)

“Sexual Harassment and Unprofessional Conduct: Guidelines in the Faculty of Arts and Sciences” (Assistant Dean of the Faculty, University Hall, Third Floor South)

“Students with Disabilities at Harvard” (Student Disability Resources, 20 Garden Street)

Office for Undergraduate Education, University Hall, First Floor North, (617-495-4211)

Student Privacy

The University has a legal obligation to protect the privacy of students and the confidentiality of student records. No information about a student’s academic performance can be released without the student’s written permission. It is equally important to respect students’ privacy when distributing their grades. Instructors should be careful not to leave papers, projects, or examinations in unattended public areas. Similarly, grades should never be posted with the students’ names, and/or I.D. numbers. Questions about the confidentiality of student records and about the *Family Educational Rights and Privacy Act of 1974* may be directed to the Secretary of the Faculty in University Hall, Ground Floor North (617-495-1873). (See also *Posting of Grades* on page 56.)

Use of the FAS Computing and Network Services

Faculty members are provided access to University computer facilities for academic use. Information about academic computing and network services offered by the FAS Computing Services is available in the section “Harvard University Faculty of Arts and Sciences Computer Services” (see page 63) and through Faculty and Staff Computer Support (*fasc@fas* or 617-496-2727).

Privacy of Information

The unauthorized examination of information stored on a computer system or sent electronically over a network is a breach of academic and community standards. Systems administrators, however, may gain access to users’ data or programs when it is necessary to maintain or prevent damage to systems or to address other extraordinary situations.

On shared and networked computer systems certain information about users and their activities is visible to others. Users are cautioned that certain accounting and directory information (for example, user names and email addresses), certain records of file names and executed commands, and information stored in public areas, are not private.

Faculty members who are using shared or networked computer systems have the legal obligation to maintain the privacy of electronic files containing confidential student information such as course grades and letters of recommendation. For this reason, please take extra care when sending email to confirm the recipient’s address, as many addresses are similar. There are also various techniques for protecting confidential electronic files such as locking or encrypting them. For advice on securing electronic information, consult Faculty and Staff Computer Support at (617-496-2727).

Students with Disabilities

Student Disability Resources

Louise Russell, Director

(617-496-8707)/V/TTY: (617-496-3720)/Fax: (617-495-0815)

Email: sdr@fas

www.fas.harvard.edu/~sdr

Harvard University is committed to providing students with documented disabilities access to the same programs and activities that are available to students without disabilities. Student Disability Resources (SDR) works with faculty to make this possible. Federal law defines a disability as a physical or mental impairment that substantially limits or restricts the condition, manner, or duration under which an average person in the population can perform a major life activity, such as walking, seeing, hearing, speaking, breathing, learning, working, or taking care of oneself.

Members of the Faculty best know the essential components of courses. Disability accommodations are not intended to compromise the central components of a course. For more information about essential components, visit the SDR website at the following address: www.fas.harvard.edu/~sdr/essential_components.html.

The course head is responsible for all disability accommodations and assistance needed for classroom instruction, midterm and hourly examinations, including finding a separate room for exam administration. If a student requires a scribe or similar service to write for a midterm or hourly exam, the course head is responsible for arranging for this service and coordinating payment through the department. Accommodations for final examinations however are made directly through SDR and the Examinations Office (see entry below.) Ongoing communication and collaboration on the part of faculty, teaching staff, SDR, administrators, and students themselves is essential. Students who request accommodations should present instructors with an introductory letter from SDR giving an overview of the approved accommodations. Students making such requests without this letter should be referred directly to SDR. Providing accommodations in the course to students who are not registered with SDR can result in inconsistent performance by a student who is ultimately ineligible to receive accommodations for final examinations. It is important that all communication with students regarding disability issues be individualized and confidential.

Course heads should routinely note in the course syllabus and by announcing at the first class meeting that students who need disability-related accommodations should contact the teaching staff to discuss and implement satisfactory arrangements for sectioning, course materials, and examinations. Faculty are encouraged to include the following paragraph in the syllabus:

Any student needing academic adjustments or accommodations because of a documented disability is requested to present their letter from Student Disability Resources (SDR) and speak with the professor by the end of the second week of the term, (specific date). Failure to do so may result in the Course Head's inability to respond in a timely manner. All discussions will remain confidential, although SDR may be consulted to discuss appropriate implementation.

Faculty who take into account variations in learning for all students know that effective strategies for instruction frequently obviate the need for accommodations. Some suggestions are:

- Provide students who are visually impaired, blind, have learning/reading disabilities, or who are otherwise print-challenged with reformatted instructional and testing materials in their accessible format *at the same time as all students*. Students and SDR may notify courses that advance copies of materials may need to be made available in order to reformat materials appropriately. Increased reliance on and availability of digital text benefits all students. Other formats may include Braille, audio tape, or enlarged print.
- Assist students who are deaf or hard of hearing by ensuring seating space is available in the front of the room and by making sure the room has appropriate lighting. If movies or slide presentations occur, an alternative lighting source will be required for students who need to see interpreters. Some students may use FM listening devices associated with their hearing aids that require teaching staff use a wireless (non-amplifying) microphone. Attempts should be made to provide open captioned films and videos.
- Call for volunteers from the class as soon as the need for note taking and scribes for in-class exercises becomes apparent, taking care not to disclose the student's name or disability. Sometimes members of the teaching staff assume the role of scribe for examinations.
- Ensure that lectures, sections, review sessions, etc. are held in physically accessible spaces when required. The Registrar's Office classroom section (617-495-1541) can assist when relocation of a course is necessary.

When students make course changes after study card day and before the fifth Monday of the term, it is understood that significant delays in the preparation of reformatted materials may result, affecting both students and instructional staff.

Final Examinations and SDR Accommodations

The Office of the Registrar provides accommodations for all scheduled final examinations. The Registrar may consult with faculty and SDR when access and equity questions pertaining to accommodations arise. For questions concerning the administration of final exams (e.g., dropping off/picking up exams, location of students, etc.) for students with disabilities, please contact the Examinations Office, fasexams@fas, or (617-495-1542). For questions concerning accommodations, please call SDR (617-496-8707) Voice, or (617-496-3720) V/TTY, or E-mail sdr@fas.

An additional relevant resource is *Making Accommodations: The Legal World of Students with Disabilities*, by Paul D. Grossman, published in *Academe*, the bimonthly magazine of the American Association of University Professors, November–December 2001, Volume 87, Number 6. Available at www.aaup.org/publications/academe/01nd/01ndgro.htm.

Sexual Harassment

The Faculty has devoted considerable attention to the topic of sexual harassment and has adopted guidelines describing harassment and procedures for resolving complaints. Both documents are available from the Office of Academic Affairs, University Hall, Third Floor South (617-495-3613).

The first document, entitled *Sexual Harassment: Guidelines in the Faculty of Arts and Sciences*, is a policy statement describing what constitutes sexual harassment; it defines sexual harassment in the following way:

“The determination of what constitutes sexual harassment will vary with the particular circumstances, but it may be described generally as unwanted sexual behavior, such as physical contact or verbal comments, jokes, questions, or suggestions. In the academic context, the fundamental element of sexual harassment is ordinarily the inappropriate personal attention by an instructor or other officer who is in a position to exercise professional power over another individual. [...]Such behavior is unacceptable in a university. It seriously undermines the atmosphere of trust essential to the academic enterprise.”

The statement also addresses the issue of amorous relationships between individuals of different university status:

“Amorous relationships that might be appropriate in other circumstances always have inherent dangers when they occur between any teacher or officer of the University for whom he or she has a professional responsibility (i.e. as teacher, adviser, evaluator, supervisor). [...]Officers and other members of the teaching staff should be aware that any romantic involvement with their students makes them liable for formal action against them.”

The guidelines also indicate the manner in which sexual harassment may have an adverse impact in a scholarly community:

“The Faculty of Arts and Sciences seeks to maintain a learning and work environment free from sexual harassment, including unprofessional conduct in faculty-student relationships and sexism in the classroom. These kinds of behavior are barriers to the educational, scholarly, and research purposes of the University.”

The second document, the *Faculty of Arts and Sciences' Procedures for the Resolution of Sexual Harassment Problems*, describes the options available to any member of the FAS community who believes that he or she has been sexually harassed. For information about the procedures for complaints of sexual harassment, consult:

- the Assistant Dean of Harvard College (for undergraduates), or
- the Associate Dean for Student Affairs at the Graduate School (for graduate students), or
- the Chair of a department, or
- the Assistant Dean for Academic Affairs in the Faculty of Arts and Sciences (for faculty), or
- the Assistant Dean of Human Resources in the Faculty of Arts and Sciences.

In most cases, difficulties can be resolved informally. In others, one may seek disciplinary action through the Dean of the Faculty or through screening and hearing panels convened to hear charges of “grave misconduct,” identified in the University statutes as grounds for termination of employment (including deprivation of tenure). Any member of the FAS community who believes he or she has been sexually harassed is encouraged to bring the matter to the attention of an appropriate officer. Please note that members of the Harvard Union of Clerical and Technical Workers (HUCTW) are covered by the sexual harassment policies agreed to in the collective bargaining agreement and described in the *Personnel Manual*. For union members these policies take precedence over the policies governing other members of the University community.

The Commission of Inquiry

Any student, faculty member, or administrative officer who has a complaint or an inquiry may address it to the Commission of Inquiry, University Hall, Ground Floor North (617-495-4780). The Commission will then direct the complaint or query to the appropriate agency of the Faculty of Arts and Sciences. When such an agency does not exist, the Commission will attempt to aid in resolving the matter. The Commission is sometimes instrumental in establishing a new agency for handling recurrent issues. Although the Commission has no power to make rulings, it can play an advocacy role in pressing for the resolution of issues.

Ordinarily, the Commission reports to the community on the matters which come before it and, in so doing, attempts to keep the community informed about factual background material and the resolution of matters of community concern.

Research Involving Human Subjects

University regulations and federal rules require advance review and approval of most human subject research. Any living person from or about whom information is collected for a scholarly study is deemed a “research subject”—the term is not limited to those subjects involved in clinical or laboratory studies. Faculty and students contemplating a research project involving humans as subjects, whether or not the work is externally funded and regardless of the area of academic discipline, should ascertain whether the project requires review by one or both of the committees identified below.

Committee on the Use of Human Subjects

Ms. Jane Calhoun, Research Officer
(617-495-5459)/Email: jcalhoun@fas

The Standing Committee on the Use of Human Subjects in Research, the Faculty of Arts and Sciences’ federally mandated Institutional Review Board, is responsible for reviewing proposed studies. Applications should be submitted two weeks prior to Committee meetings, which are held monthly throughout the academic year. Judging from the information provided on the application, the Committee determines whether the proposed procedures will adequately safeguard the rights and welfare of the subjects. Some projects may not require full Committee review; others may be exempt from review altogether. Investigators planning research projects should contact the Committee research officer to determine whether review is required and, if so, to obtain an application form. Forms, meeting schedule, and reference material are also available on the web at www.fas.harvard.edu/~research/HumSub.html.

Committee on Student Research Participation

Dr. Charles Ducey, Chair
(617-495-2581)/Fax: (617-495-7680)/Email: cducey@fas

The Committee on Student Research Participation (CSRP) reviews all research projects in which students will be invited to participate as subjects. CSRP approval is required for all such research: for studies conducted by members of the Harvard community as well as by outside researchers, and for survey as well as experimental research.

The CSRP seeks to ensure that students will not be subject to research procedures that are inappropriate, that demand excessive time commitment or otherwise interfere with students’ education, or that violate any University policy. The CSRP aims to ensure appropriate recruiting

practices (e.g., no mass e-mail, no recruitment in Annenberg Hall) and the obtaining of proper permission from faculty, administrators, or residential staff. The CSRP also reserves the right to disapprove studies involving student participants that might reflect unfavorably on the student body or the institution as a whole.

Under ordinary circumstances, applicants may use the application form of the Committee on the Use of Human Subjects, and review by the two Committees can proceed concurrently.

Research Involving Animal Subjects
www.fas.harvard.edu/~research/Animals.html

The Office of Animal Resources is responsible for the health and well-being of all vertebrate animals used in research and teaching in the FAS. All individuals using animals in research and/or teaching must complete a course entitled “The Humane Care of Animals in Research/Teaching.” This course is offered twice a year. It acquaints the participants with Harvard policies as well as federal, state, and city of Cambridge regulations regarding the use of animals.

All members of the Harvard community have a responsibility to report instances of mistreatment of animals or non-compliance with animal use guidelines. To report the mistreatment of vertebrate animals in research or teaching at Harvard, contact the Director of the Office of Animal Resources, Arthur Lage, D.V.M. (617-432-1289).

Course Administration

The Course Catalog

The course catalog for the Faculty of Arts and Sciences, *Courses of Instruction*, lists both graduate and undergraduate courses and is published annually in August. A supplement of changes is published at the beginning of each term. Addenda to the supplement and an up-to-date version of the catalog are posted at www.registrar.fas.harvard.edu.

The Office of the Registrar compiles and publishes *Courses of Instruction* by gathering the information from department, division, and committee offices (not individual instructors) as well as the Dean's office. All course changes must be brought to the attention of the department's catalog coordinator and be approved by the department Chair.

Course information published in the catalog becomes the official basis for the Registrar's records; it affects classroom assignments, examination schedules, and the issuing of course lists and grade sheets. For this reason it is extremely important that departments and committees notify the catalog editor in the Office of the Registrar of any changes—especially changes of instructor or meeting time—regardless of when they occur in the academic year. Moreover, complete and up-to-date course information enables the Registrar to carry out Faculty policy regarding simultaneous course enrollment, as well as to locate individual students in an emergency.

Points to Consider When Creating or Modifying a Course

Courses are numbered according to the following scheme:

1–99 or 910–999	Primarily for Undergraduates
100–199 or 1000–1999	For Undergraduates and Graduates
200–299 or 2000–2999	Primarily for Graduates
300–399 or 3000–3999	Graduate Courses of Reading and Research

- Courses may have only one number and may be listed in full by only one department, division, or committee. Moreover, as part of the process of creating or modifying a course, it is always advisable that faculty members consult with the appropriate departmental curriculum committee.
- Course titles appear on student transcripts, which have space for only 32 characters. For this reason, course titles should be limited to 32 characters. Overlong titles will be shortened to 32 characters by the catalog editor. Designations such as “Seminar” and “Conference Course” should appear at the **end** of a course title.
- Course descriptions are limited to 75 words for undergraduate (100-level) courses and to 35 words for graduate (200-level) courses. Overlong descriptions will be edited by the catalog editor.
- Courses listed but not offered in the current academic year are designated by enclosing the course number and title in brackets. Courses may not be bracketed for more than two consecutive years and must indicate when they will next be given.
- An asterisk (*) preceding the course title indicates that a student must have the instructor's approval to enroll in the course. (The student's study card must be signed by the instructor.) All tutorials and 300-level courses must be starred.

- A meeting time must be printed for each course except tutorials, laboratory sessions, and section meetings. Course meeting times that do not conform to the guidelines set out on page 27 will not be printed in *Courses of Instruction*.
- To avoid problems with cross-registration, courses that are jointly offered with another Harvard Faculty must carry that information in a **Note**.

Special Types of Courses

Seminars, Proseminars, and Conference Courses

The following distinctions reflect long-standing Harvard tradition and are offered as basic guidelines.

A **seminar** tends to focus on more advanced and/or specific research topics. It has few, if any, lectures; usually limits enrollment to from 12 to 15 students; and emphasizes student presentations, papers, and research.

A **proseminar** is a graduate course usually taken to obtain appropriate background in a subject or area in preparation for a more advanced seminar.

A **conference course** places more emphasis on discussion than research. It usually has an enrollment of about 25 students (35 maximum); meets once a week for 2–3 hours; and incorporates lectures, as well as student papers and research.

In general, **seminars** and **conference courses** are open to advanced undergraduates as well as graduate students. They do not ordinarily have final examinations.

Tutorial Instruction (Undergraduates Only)

Tutorials are opportunities for students to participate in small group or one-on-one instruction in their concentrations. They are generally characterized by their centrality in the concentration curriculum, by their sequencing, and by their emphasis on methodology and academic skills.

All full-time Faculty members are ordinarily expected to participate in the tutorial programs of the concentrations with which they are affiliated. Participation may involve individual or group tutorials, special seminars, or the direction of senior honors essays. Although faculty-taught individual tutorials or group tutorials are ideal in many subject areas, departmental resources may be insufficient to accommodate these goals. When a tutorial is conducted by a teaching fellow, a designated Faculty member should have ultimate responsibility, and that Faculty member should oversee reading lists, discussion topics, and paper topics. From time to time, Faculty members should participate in the tutorials for which they have accepted responsibility. (See also *Responsibility for Instruction* on page 14 and *Responsibility for Evaluation* on page 15).

Supervised Reading and Research Courses

Undergraduates interested in supervised reading and research may enroll in courses offered by many departments under the designation of 91 or 910. Such courses are not Independent Study but regular courses with weekly or biweekly meeting times agreed upon by the instructor and student. Students enrolled in Reading and Research courses are expected to complete course work under supervision and not independently.

Graduate students enrolled in Reading and Research courses (300-level courses) do not receive letter grades but are graded SAT/UNS. Undergraduates may not enroll in courses numbered in the 300s or 3000s. However, Advanced Standing students in their fourth year of residence who are candidates for the master's degree may enroll in such courses with the instructor's permission. (See also *Undergraduates in Courses Designated "Primarily for Graduates"* on page 33.)

Freshman and House Seminars

Freshman and House Seminars are offered under the general supervision of the Committee on Freshman Seminars (617-495-1523). Both are small, limited enrollment courses. The Freshman Seminars are designed to intensify the intellectual experience of incoming undergraduates by allowing them to work closely with Faculty members on topics of mutual interest. Freshman Seminars are graded SAT/UNS and enrollment is limited to the first two terms of students who enter as freshmen.

House Seminars are sponsored by the individual residential Houses and ordinarily are open to undergraduates only. These Seminars bring something new to the existing curriculum either in method of instruction, range and depth of subject matter, integration of practice and theory, or special responsiveness to students' needs. The instructor of a House Seminar has the option of assigning letter grades or using SAT/UNS, with the approval of the Committee on Freshman Seminars.

Independent Study (Undergraduates Only)

Independent Study is designed to provide credit for field research, academic study not available in regular course work, or practice or performance in the arts. It is not suitable for group instruction, paid work, or activities outside the competence or concern of one of Harvard's departments. Studying the financial accounting system of a business firm might be an appropriate project, but working in an accounting office to gain business experience would not by itself merit academic credit. Investigating child development through observation in a day care center could qualify, but simply tutoring an underprivileged child would not. Analyzing the organization of a political group might be a suitable subject, but organizing a political campaign would not alone suffice. In each case what distinguishes the suitable project is the application of analytical skills to the object of the Independent Study, not the intrinsic worthiness or instructiveness of the experience itself.

Any sophomore, junior, or senior whose previous record is satisfactory may petition to undertake Independent Study for non-letter-graded credit. A student may petition to take up to a total of four half-courses of Independent Study. Independent Study courses are subject to the same rules for dropping and withdrawing as any other course.

A petition to undertake Independent Study, obtained from a Senior Tutor's Office, requires two signatures:

1. That of a qualified adviser (ordinarily a member of a Harvard Faculty) who must be an officer of the University and whose professional competence is appropriate for the subject area of the Independent Study. In those exceptional cases where the adviser is not a Faculty member—for example, a teaching fellow—the petition must also be supported by an appropriate academic department or unit.
2. That of the Allston Burr Senior Tutor, which signifies that the proposal satisfies the guidelines and has been signed by the adviser. (Senior Tutors will refer questions concerning guidelines to the Office for Undergraduate Education.)

The petition also requires an outline of the student's proposed project. It must be submitted to the Senior Tutor for approval, ordinarily in the first week of the term. The adviser will assist the student in the development of a plan for Independent Study and provide guidance but not regular instruction. Independent Study does not imply formal instruction and should not be confused with tutorials or House Seminars or with directed or Supervised Reading and Research courses offered by several academic departments and committees. (Supervised Reading and Research courses are generally numbered 91 or 910 and normally receive letter grades.) A student enrolled in Independent Study must undertake to work independently. Classroom work and regular instruction are inadmissible.

The adviser will submit a midterm grade based on a preliminary written report by the student of his or her activities. At the beginning of the Reading Period, the student must submit to the adviser an analytical paper concerning the term's work. A simple description or report of the term's activities is not by itself adequate. In the case of artistic practice or performance, evidence of substantial accomplishment should be supplied in lieu of written work.

The granting of credit will be determined by the adviser. In those cases where the adviser is not a voting member of a Harvard Faculty, the Chair or Head Tutor of the department, or equivalent officer with voting membership in a Harvard Faculty, must review and approve the petition and the grade assigned by the adviser. **Independent Study is graded "Pass" or "Fail."** The adviser will submit a copy of the student's paper and a brief statement about his or her work for inclusion in the student's folder in the Senior Tutor's office, ordinarily by the first day of the Examination Period.

Class Meeting Times

Hour-long classes are scheduled on the hour. One-and-one-half hour classes are scheduled for 8:30, 10, 11:30 or 1 and only on Tuesdays and Thursdays. No classes beginning before 1 pm should be longer than one hour on Monday, Wednesday, or Friday or longer than 1-1/2 hours on Tuesday or Thursday.

Classes ordinarily begin five minutes after the announced meeting time, e.g., at 9:05 or 11:35. When a classroom is far from Harvard Yard or when the class is so large that the students cannot be seated promptly, an instructor may set a later time. An instructor may refuse to permit students to enter the classroom after the class has begun. Instructors should end the course promptly at the announced meeting time, leaving the blackboards clear and the furniture properly configured.

By Faculty vote, no class, committee or departmental meeting, tutorial, conference, examination, or other academic activity may be scheduled for the period set aside for regular Faculty meetings (Tuesdays, 4–5:30 pm). Exceptions to this rule may be granted only by the Dean of Harvard College (for courses below the 200- or 2000-level) or the Dean of the Graduate School (for courses at the 200- or 2000-level).

Days Preceding and Following Holidays and Vacations

By vote of the Faculty of Arts and Sciences, instructors are expected to hold regular classes on the days preceding and following holidays and vacations. Students should not be excused from class on those days or allowed to transfer temporarily from one section to another to accommodate a longer holiday or vacation.

Courses Meeting Away from the University

Ordinarily, courses should be organized so that they meet only in their regularly-scheduled times, plus the additional times scheduled at the beginning of the term for sections and laboratories. In some cases, an instructor may wish to include a field trip or project that would take students away from the University on days when classes are normally held and, thereby, interfere with students' ability to attend other courses. In such cases, permission to include activities that will take students away from the University must be obtained *before the course may be listed in the catalog*. Instructors must consult with the Office for Undergraduate Education about courses below the 200- or 2000-level and with the Dean of the Graduate School about courses at the 200- or 2000-level. Ordinarily, instructors should plan no more than one class day away from the University in any given week and never more than five class days during the term, or ten days total including weekends. In all cases, the students' obligations to other courses meeting at their regularly-scheduled times must have priority over course requirements that take students away from the University. Instructors must announce at the beginning of a course any requirements that would take students away from the University so that students may consider these requirements when choosing their courses.

Reading Period

At the end of each term, a period of eleven or twelve days prior to the start of final examinations is designated as the Reading Period. During this period, faculty members may choose not to meet with their students for formal classes. Those who exercise this option often do so to allow students to work independently, exploring special topics or integrating the material covered in the course. Students often use this time to complete term papers that draw on the work of the term and to reexamine course material in order to integrate the various strands of a course in preparation for the final examination or other final exercise. Those courses that have a final exercise other than a regular three-hour final examination should schedule these activities during the Reading Period but need to be mindful of students' obligations to other courses, some of which may continue to meet during this time. Faculty legislation on Reading Period emphasizes that the suspension of lectures should involve no diminution in the total work required in courses, but also that new reading assignments for this period may not be excessive and that new material introduced through Reading Period assignments should cover special topics for investigation or further development, rather than important parts of the course as a whole.

Many courses continue to meet on their regular schedules during much of the Reading Period. Even in these cases, most instructors suspend classes during the last two weekdays of the Reading Period to allow students a few days of uninterrupted preparation before the start of final examinations. It is generally expected that review sessions will take place during the Reading Period, since course assignments and course events cannot be scheduled for the Examination Period.

Instructors should specify their plans and expectations for the Reading Period on the course syllabus or during the early meetings of the term so that students may take this into account as they plan their work for the term.

Whether or not a class meets during the Reading Period, that time is an integral part of the term. Both instructors and students are expected to remain in the immediate vicinity of Cambridge throughout this period.

Examination Period

Following the Reading Period at each term's end there is an Examination Period. No course assignments, trips, or special events should be scheduled by instructors during the Examination Period. Like the Reading Period, Examination Period is considered part of the term, and instructors are expected to be in residence throughout. At the end of the term instructors should not leave the vicinity of Cambridge before submitting their grade sheets.

Classrooms

The FAS Classrooms Office schedules about one-third of the classrooms in the FAS room inventory. The remainder is scheduled in the departments, centers, and houses.

Classroom assignments for courses are coordinated by academic departments, Core Office, Centers, and the FAS Classrooms Office. Classroom assignments by the FAS Classrooms Office are made after considering a number of factors, including instructional requirements, enrollment history, accessibility, special circumstances, and room availability at time of assignment. Faculty members requesting classroom space scheduled by the FAS Classrooms Office have the opportunity to indicate their classroom needs for their courses and course-related events on forms that are distributed to each department in May (for the fall term) and October (for the spring term). The FAS Classrooms Office encourages instructors to include requests for course-related events—films, lectures, midterm examinations—at this time. If another classroom is needed for taking exams, you may request an additional room so that students can be placed reasonably far apart and have writing tablets. Classroom questions and requests may be emailed to the Classrooms Office at *classrms@fas*.

Instructors should immediately contact their department and then notify the FAS Classrooms Office (617-495-1541) if the meeting time and/or location of a course changes after the *Course Meetings Poster* has been published and the *Supplement to the Courses of Instruction* has been posted to the Office of the Registrar's website.

To make audio-visual equipment or service requests, instructors should contact Media and Technology Services (see *Department of Instructional Media Services* on page 62).

Courses and sections have their assigned classrooms reserved from the first day of the term through the end of the Reading Period. During the Examination Period, all classrooms are reserved for Final Exams.

After-hour emergencies and problems with the temperature or ventilation of classrooms should be referred to the University Operations Center (617-495-5560). Classroom maintenance or repair requests should be referred to Harvard Yard Operations (617-495-8842).

Course Materials/Syllabi

It is helpful to have a complete course syllabus posted and available early in the term and preferably before the first meeting of a class so that students can make efficient use of the shopping period with minimal disruption to classes. Syllabi can be distributed electronically to students on campus through the FAS network on a course website. To provide on-line access to your syllabus, please call the *Faculty and Staff Support Line* at (617-496-2727) and specify that you are interested in instructional support.

The syllabus should include a reading list, dates of hour/midterm exams, due dates for papers or other assignments, plans and expectations for Reading Period, course policy with

respect to late work and makeup hour exams, and the basis on which the course grade will be awarded.* In courses designed for undergraduates it is very desirable for students to receive an evaluation on at least one course assignment before the seventh Monday of the term, the last day on which undergraduates may withdraw from a course. Any limitations on the credit earned by passing the course—e.g. a full year course may not be divisible at midyear for half course credit; a tutorial may be non-credit—should be made clear as part of the presentation of the course.

No substantial changes in the work load or calendar of a course should be made after the Study Card Day each term.

Course Lists

Approximately one day after the due date for study cards, instructors will be able to view their course lists via their web-based portal pages at *my.harvard.edu*. After entering your HUID and Personal Identification Number (PIN) at the PIN authentication page, your portal page will appear. (If you have forgotten your PIN, you can request a new one at the Harvard University PIN Website at *www.pin1.harvard.edu*.) Scroll down the page and look for the box entitled “Instructor Course Info” on the left-most column of the page. This box should contain a list of all of the courses with which you are affiliated. If you find that the list is inaccurate, please send e-mail to *icg@fas* explaining the details. Enrollment lists may be accessed by clicking on the word “Enrollment” underneath each course listing. There you will find buttons to download the list to your own computer for use in a spreadsheet or a word processor. Instructions are available in the Course Website Administrator’s Handbook: *icg.fas.harvard.edu/handbook/handbook.pdf*.

The on-line course lists are regularly updated. Only when a student’s name appears on the course list or when the Office of the Registrar notifies the instructor of a late enrollment is a student officially enrolled in a course. Instructors should report to the Office of the Registrar any student (other than auditors) who attends class, but whose name does not appear on the course list. Instructors should also report any student (except those with the status of “withdrawn”) who has stopped attending class, but whose name appears on the course list. These reports should be directed to (617-495-4655) for undergraduates and (617-495-1519) for graduate students.

Instructors will also receive copies of course lists from the Office of the Registrar approximately two days after study cards are processed. Up-to-date paper course lists may be requested from the Office of the Registrar any time after the initial course lists have been issued by telephoning (617-495-1542).

Course Fees

No course may charge undergraduates special fees for course participation or required activities. Departmental budgets are expected to cover the cost of films, laboratory equipment and other materials. The aim of this policy is to ensure that all courses are equally accessible to students regardless of their financial means.

* In selecting the dates for hour exams and the midterm examination, as well as for papers and other assignments, instructors should consult the information on religious holidays at *www.interfaithcalendar.org*.

Student Enrollment: Add, Drop, Withdraw

Students are allowed five weekdays at the beginning of the term to attend courses in which they are considering enrolling. After this “shopping period,” they officially enroll by filing **study cards** on which they have listed their courses and gathered all the required instructor signatures (see below). After the study card due date, students are charged a fee for every course change.

No undergraduate may drop or add a course or change grading status in a course after the fifth Monday of the term. Undergraduates have until the seventh Monday of the term to withdraw from a course. Any course that a student drops by the deadline is removed from the student’s transcript. If a student withdraws from a course, that course remains on the transcript with the notation “WD.” Deadlines for graduate students are indicated in the *Academic Calendar* on pages 5-12.

Instructor’s Signature on Study Cards and Petitions

The Office of the Registrar will not accept any study card that lacks a required signature. The instructor’s signature must be obtained for all undergraduate enrollments in graduate-level courses and for those that require the permission of the instructor, as indicated by an asterisk in *Courses of Instruction*. Study cards filed after the prescribed deadline must contain the instructor’s signature for every course listed.

Undergraduates adding a course after the study card is filed or changing grading status to Pass/Fail must obtain the signature of the course head, but the instructor’s signature is not required for dropping or withdrawing from a course. For graduate students, the instructor’s permission is required for adding or withdrawing from a course by petition and is not required for dropping a course.

Instructors may not delegate their responsibility for signing study cards, change-of-course petitions, or grade sheets. Instructors are therefore asked to be available to students to discuss their course enrollment status and, when necessary, to sign the required petitions.

Limiting Enrollment in Courses at the 100- or 1000-Level and Below

As a general principle, students should be able to study the topics they want and for which they have the appropriate background, with the exception that concentration tutorials, including junior seminar programs, are ordinarily limited to concentrators. Nevertheless, there may be courses in which enrollment must be limited because of resource constraints or special instructional needs. The decision to limit enrollment for either or both of these reasons, as well as decisions about appropriate prerequisites, should be made by the instructional unit’s curriculum committee. The committee should be mindful of the general principle stated above, perhaps creating other venues where interested students can study the material in question.

When enrollment in a non-tutorial course is to be limited, the reason for the limitation should be reported to the Office for Undergraduate Education and the enrollment ceiling should be noted in the course catalog. The criteria for selecting among appropriately-qualified students for space in limited enrollment courses should be based on the curricular needs and interests of the students and on whether a student will have other opportunities to take the course. Selection on the basis of other criteria is inappropriate.

Enrollment of Non-FAS Students

Cross-Registration

Students cross-registering from other Faculties or other institutions are allowed to enroll in FAS courses if they have obtained the instructor's permission and submitted a signed petition to the Office of the Registrar (20 Garden Street). Such students are subject to all of the FAS regulations and deadlines, including the examination schedule, and are graded according to the FAS system. The Pass/Fail option is not available to cross-registered students.

Employees (Tuition Assistance Plan)

Employees of Harvard University may enroll in FAS courses through the Tuition Assistance Plan (TAP) administered by the Office of Human Resources. Employees are subject to all of the FAS regulations and deadlines, including the examination schedule, and are graded according to the FAS system. Employees are permitted to add or change a course once TAP and enrollment forms have been filed with the Office of the Registrar (20 Garden Street). The Pass/Fail option is not available to TAP students.

Auditing

Auditors are allowed in courses offered by the Faculty of Arts and Sciences only with an instructor's permission. The following may be admitted as auditors: students enrolled in any Faculty of the University, individuals holding teaching appointments in the FAS, and their spouses. No official record is maintained for auditors.

Simultaneous Enrollment/Courses with Overlapping Meeting Times

The Faculty believes that full participation in a classroom setting is essential. Therefore, a student may not enroll in courses that meet at the same time or overlapping times. It is the student's responsibility to ensure that there is no overlap in the meeting times of his or her courses. Exceptions to this rule may be granted only by the Administrative Board and will be considered only if the instructors in both overlapping courses agree and only in one or more of the following circumstances:

1. When the head of the course where class time is being missed and the person(s) providing the instruction during the regular class meeting agree to provide hour-for-hour direct and personal compensatory instruction. Availability during regular office hours or time with a different person does not satisfy the requirement for direct and personal contact.
2. When instruction in one of the courses is available on videotape, provided that (1) the course head agrees that the videotapes may be used for this purpose; (2) the lectures that are videotaped ordinarily do not provide opportunities for classroom discussion; (3) the videotapes will be available in a timely fashion so that they can be viewed before the next class period; (4) the student will miss attending part or all of no more than 1/3 of the instructional periods in the course (not including sections or labs.) [N.B. if a student will miss any part of a day's lecture, it is as though he or she will miss all of it]; and (5) the instructor in the course in which the lectures are videotaped agrees to offer any hour examinations or other in-class exercises at a time that will not preclude the student from attending the second course. In those courses that do not use the blackboard or other visual aids, *course-provided* audiotapes may be substituted for videotapes.

3. When a senior can meet degree requirements *only* by taking the two particular courses in question *and* will have no other opportunity to enroll in the courses before graduation. In such circumstances, the Administrative Board may approve reasonable accommodations in consultation with the instructors of the courses involved.

Undergraduates in Courses Designated “Primarily for Graduates”

Courses numbered in the 200s or 2000s (Primarily for Graduates) may be taken by undergraduates only with the permission of the instructor, as indicated by the instructor’s signature on the study card. Undergraduates may not enroll in courses numbered in the 300s or 3000s (Graduate Courses of Reading and Research). The only exception to the latter rule are fourth-year Advanced Standing students who are candidates for the master’s degree and who may enroll in such upper-level courses with the instructor’s permission.

Pass/Fail Grading Status (Undergraduates Only)

In 1967 the Faculty extended the use of Pass/Fail in order to permit students to enrich their educational experience by enrolling in courses they might otherwise avoid because of material that was too advanced or too unfamiliar. Consequently, with an instructor’s permission and signature on the study card any undergraduate may enroll in a course on a Pass/Fail rather than a letter-graded basis. After the fifth Monday of the term students are not allowed to add Pass/Fail courses or to change their grading status in courses from or to Pass/Fail. Students enrolled in courses on a Pass/Fail basis are so identified on the course lists and grade sheets sent to instructors.

Instructors may not request that students enroll in a course on a Pass/Fail basis. The Pass/Fail option is not available to graduate, cross-registered, or TAP students.

Student Attendance

All students are expected to attend classes regularly. Absence from academic exercises for whatever reason, including representing the College in extracurricular and athletic activities, does not relieve a student from responsibility for any part of the work required by the course during the period of absence. Students who, by their classroom absence, neglect work in a course may be *excluded* from the course (see *Exclusion* on page 59).

Students should not leave the Cambridge vicinity during Reading Periods or Examination Periods or for an extended time during the term without the permission of their Allston Burr Senior Tutor or Assistant Dean of Freshmen.

Storm and Emergency Conditions

The Faculty of Arts and Sciences rarely cancels classes due to weather. However, faculty and section leaders who commute should not be expected to put themselves in danger during serious storms, and may choose to cancel their individual classes. Because the Faculty rarely cancels classes, it is important that course staff inform students at the start of the term of the procedures for learning of class meetings that will be canceled. Similarly, it is important that the course staff provide students with instructions on how to inform instructional staff of planned absences. Instructors might find the following information helpful in establishing storm and emergency procedures for their courses:

- For the most part, undergraduate students are in residence and are expected to attend classes. Undergraduate students who decide that they cannot make it to class should be able to find in their course materials instructions on how to inform the course's instructional staff of absences from class. For example, some courses request that the student inform the instructor or the teaching fellow of the planned absence by email or by telephone.
- Similarly, students should be able to find instructions in the course materials that indicate how the instructional staff would inform students of the cancellation of a class or section meeting. For example, courses might inform students of the cancellation via an announcement posted at the course's home page on the web, via an e-mail to the class attendees, or by leaving a message on the voice mail system of a centralized departmental telephone.
- FAS offices and academic departments will be open depending on staff availability and whether there are critical functions in progress. Call the central number for that office before going there.
- Final examinations and make-up examinations are never cancelled and students should report to their exam rooms on time.
- On the very rare occasion when FAS decides to cancel classes, an announcement of the cancellation will be posted at the College's (www.college.harvard.edu/) and the Registrar's (www.registrar.fas.harvard.edu/) home pages.

Restricting Attendance

With the exception of classes held prior to the filing of study cards, when any registered student may attend a class, ordinarily only students enrolled in a course and auditors who have been given specific permission by the instructor may attend course meetings. From time to time, instructors may permit other guests, such as colleagues, parents, alumnae/i, or prospective students, to attend individual class meetings; however, instructors are always free to restrict attendance at a class meeting or meetings to regularly enrolled students and authorized auditors. Each term the Registrar's Office publishes a visitors guide to large lecture courses. Copies of this guide are made available to visiting prospective students and their parents. Any instructor who does not wish to have his or her course listed in the guide should contact the Scheduling Office at (617-495-1541) at the beginning of the term.

Date for Submission of Senior Theses and General Examinations

The dates for submission of undergraduate senior honors essays (senior theses) and for concentration general examinations are set by the individual concentrations but must ordinarily be early enough to enable the concentration to make its degree recommendations available to the Office of the Registrar during the first week of the Examination Period.

The dates for required language and general examinations for graduate students are set by the departments.

Students should be informed of these dates well in advance of the examination.

Hour and Midterm Examinations

The administration of hour and midterm examinations is the responsibility of the instructor; these exams should normally be scheduled during regular class meeting times. Ordinarily, the Office of the Registrar has no role in the administration of hour or midterm examinations.

Instructors are not required to offer makeup examinations to students who are absent from hour and midterm examinations for reasons other than the observance of a religious holiday. If an instructor is satisfied that the absence is necessary and that omitting a grade for the missed hour or midterm examination will not affect the student's course grade, final evaluation of the student's work in the course may be determined from the remainder of the course work. The instructor may also elect to give a makeup examination. The responsibility for such decisions rests with the instructor only and not with the Dean's Office or the Administrative Board. Instructors may also decide whether to require the attendance of graduate students at hour and midterm examinations.

Although instructors are obligated to offer makeup examinations only in the case of absence for the observance of a religious holiday, students who have obtained proper HUHS documentation of illness may not be penalized for their absence from hour and midterm examinations. The appropriate form must be signed by a HUHS medical professional and given to the student's Senior Tutor or Freshman Dean, who will write the student a letter that acknowledges receipt of the HUHS form. This letter may be presented to the instructor as certification of the student's illness.

Examination Booklets

Examination booklets for hour or midterm examinations may be obtained from the stockroom in the basement of the Science Center (617-495-7500). A Harvard officer or faculty identification card must be shown to receive them.

Athletic Events

The Department of Athletics is aware that midterm examinations are frequently given in the seventh or eighth weeks of the term, and it schedules few athletic contests away from Cambridge during that time. Sometimes the academic calendars of other institutions require that contests be scheduled in these periods, especially in the fall term. However, absence from academic exercises in order to represent the College in athletic activities does not relieve the student from responsibility for any part of the work required in the course during the period of the absence.

Absences for Religious Holidays

A student who is absent from an hour or midterm examination as a consequence of his or her religious belief "shall be provided with an opportunity to make up such examination..." (Massachusetts General Laws, Chapter 151C, Sec. 2B). It is therefore recommended that prior to setting the dates for such exercises or examinations course heads ask members of their classes for the dates on which they will be absent from class because of a conflict with religious holidays that they will be observing. It is the responsibility of the students concerned to provide that information promptly when so requested. If conflicts are unavoidable, students who are absent from hour or midterm examinations for religious reasons shall be offered an opportunity to make up the work, without penalty, unless it can be demonstrated that such a makeup opportunity would constitute an "unreasonable burden" on the faculty. Information on religious holidays can be found at www.interfaithcalendar.org.

Papers and Other Written Assignments

One or more papers or other written assignments (e.g. problem sets, laboratory reports) are often included as part of the work required of students in their courses. Most faculty have found that a series of graduated writing assignments often work better than a single term paper, particularly in courses designed to introduce students to a new field or a particular mode of inquiry. The feedback that students receive on work completed early in the term helps to clarify what is expected in written assignments, and later assignments provide students the opportunity to demonstrate what they have learned from the earlier comments.

The nature and number of written assignments and their due dates should be included on the course syllabus. **All written work must be due by the last day of the Reading Period**, though instructors may grant individual undergraduates an extension of time for medical reasons and other special circumstances up to the end of the Examination Period, and may grant graduate students an extension of time until the end of the next regular term. (See *Late Work and Extension of Time for Course Work* on page 36.)

Plagiarism

Any material submitted to meet course requirements—homework assignments, papers, projects, examinations—is expected to be a student’s own work. During the first week of freshman year the importance of correct citation is stressed, and in the required first-year writing course, Expository Writing, undergraduates are urged to take great care in distinguishing their own ideas and thoughts from information and analysis derived from sources. Although instructors are encouraged to take every opportunity to reinforce and develop these lessons, the final responsibility for knowing proper forms of citation rests with students.

Collaboration

It is essential that instructors set out carefully in writing and at the outset of a course or course assignment the extent of permissible student collaboration in the preparation of papers, computer programs, or examinations. Students must assume that collaboration in the completion of assignments is prohibited unless explicitly permitted by the instructor. Students are expected to acknowledge any collaboration and its extent in all submitted work.

Dual Submission

Papers and other work should normally be submitted to only one course. Any student who wishes to submit to another course the same or similar work used in a previous course must obtain the *prior written* permission of the instructor. If a student wishes to submit the same or similar work to more than one course during the same term, the *prior written* permission of all of the instructors involved must be obtained. A student who submits the same or similar work to more than one course without such prior permission will ordinarily be required to withdraw from the College or from GSAS.

Late Work and Extension of Time for Course Work

Undergraduates

Instructors have the authority to grant undergraduates an extension of time for medical reasons and other special circumstances up to the end of the Examination Period. An extension beyond the end of the Examination Period can be granted to an undergraduate **only by vote of**

the Administrative Board of Harvard College and only in exceptional circumstances. Instructors may not accept work from an undergraduate after the end of the Examination Period without the explicit authorization of the Administrative Board.

In deciding the length of an extension granted for medical reasons, the head of the course should apply the principle used by the Administrative Board when it votes extensions beyond the Examination Period: **Extensions are granted for a period commensurate with the time missed during an illness, without penalty.** Questions about an appropriate extension for an individual undergraduate may be addressed to the student's resident dean (the Allston Burr Senior Tutor or, in the case of a freshman, the Assistant Dean).

Ordinarily, students requesting an extension of time to complete course work must have received the consent of the instructor before the midyear or final examination or before the final meeting of a course in which there is no midyear or final examination.

If a student submits work after a grade has been filed with the Registrar but before the end of the Examination Period, and if acceptance of that late work results in a grade change, the instructor should submit a grade change request to either the Office for Undergraduate Education (for an undergraduate) or the Dean of the Graduate School (for a graduate student), c/o The Registrar, 20 Garden Street (617-495-1546). (See *Changes in Grades* on page 56.)

Graduate Students

Instructors may grant graduate students an extension of time until the end of the next regular term. However, such extensions of time for completion of course work must be granted before the assignment of the course grade.

Midterm Grades for Undergraduates

Instructors teaching an undergraduate course (courses below the 200-level) are asked to report to the Office of the Registrar midterm grades based on students' performance in the course up to that point in the term, and to comment on the performance of undergraduates whose midterm course grade is D+ or lower. Fall midterm grades are due on *Friday, October 31*; spring midterm grades are due on *Friday, March 19*. (See pages 53-55 for due dates for final grades.)

These grades are used only for advising and counseling purposes and need not be letter grades (SAT/UNS may be more appropriate). They are extremely important for identifying students who may be facing any of a wide range of difficulties. Instructors are also asked to cooperate with the Dean of Freshmen and the Allston Burr Senior Tutors regarding inquiries that they may make about the status of individual students.

March grades in full courses extending from September to May should reflect the student's current standing for the spring term. At the same time, instructors should report students whose cumulative grade for the entire year is unsatisfactory.

Hiring, Training, and Supervision of Instructional Support Staff

In many courses the instruction done by supervised teaching staff is an important part of the undergraduate educational process, as well as an important aspect of the training of graduate students. Departments and individual instructors have developed successful strategies that encourage and protect a high standard of teaching by supervised teachers. These local strategies have been reinforced by guidelines developed by the Committee on Undergraduate Education and the Committee on Graduate Education and endorsed by the Faculty Council.

Categories of Instructional Support Staff

Teaching fellows are candidates for advanced degrees and are registered as students at Harvard, ordinarily in the Graduate School of Arts and Sciences. They serve as section leaders, tutors, and laboratory leaders, but always under the supervision of instructors who hold Faculty-level teaching appointments in the FAS or another Harvard Faculty. (See *Responsibility for Evaluation* on page 15 for the appropriate role of teaching fellows in the grading of students.)

Teaching assistants engage in the same kinds of supervised instruction as teaching fellows but are not enrolled as candidates for an advanced degree in any department of the University. Ordinarily, teaching assistants will have received the AB before the appointment begins.

Course assistants are currently registered Harvard undergraduates who provide the same kinds of supervised instruction as teaching fellows and teaching assistants. Course assistants ordinarily assist only in mathematics, science, and computer science courses. (Again, see *Responsibility for Evaluation* on page 15 for the appropriate role of course assistants in the grading of students.)

In accordance with the Faculty's own policy, course heads should consider qualified GSAS students for teaching positions before hiring non-GSAS candidates.

Teaching Fellow Appointment Guidelines

The Committee on Graduate Education and the Faculty Council have adopted the following general guidelines for the teaching fellow appointment process in the humanities and social sciences:

1. *Notification of Available Teaching Fellow Positions:* Departments should use previous enrollment data to provide a reasonable estimate of the course enrollments for the next year. Departments should use this number to consult with the Office of Undergraduate Education about the number of teaching fellow positions, including both firm commitments and provisional positions dependent on actual enrollments, that will be approved for departmental courses. This information should be made available to students by posting it in the department during the month of April and no later than April 30. Departments should send the list of their requested firm and provisional positions to the Office for Undergraduate Education, University Hall, First Floor North.
2. *Application Period:* Departments and course heads should accept applications for teaching fellow positions until **May 15**, to ensure the broadest possible applicant pool before a decision is made. To avoid financial inequities, final decisions should involve consultation between the course head and the Chair or Director of Graduate Studies.
3. *Hiring Criteria and Timetable:* The criteria for appointing teaching fellows should attempt to balance preparation, teaching experience, and financial need. Ordinarily, preference should be given to students prior to their sixth year in residence. Departments and course heads should consider all qualified applicants from within the Graduate School of Arts and Sciences, and special attention should be paid to qualified applicants from related departments and disciplines before a decision is made. Whenever possible, teaching fellow appointments and provisional assignments should be made by **June 1**. Departments should send the list of all teaching fellow appointments to the Dean of the Graduate School, University Hall, Third Floor North.

4. *Reporting to Students:* Departments should provide applicants for teaching fellow positions with as much information as possible about the likelihood of their being hired based on previous enrollment data. If, for example, a course has historically needed five teaching fellows, and the course head believes that he or she can be confident of employment for two teaching fellows, those two students should be informed of their situation and the other students who might be provisionally hired, based on actual enrollment, should be made aware of their chances. Applicants not chosen for positions should be informed by early June so that they can make alternative arrangements for financial support before the academic year begins.

Training and Supervision of Instructional Support Staff

A number of principles have been formulated to assist departments in the training and supervision of instructional support staff.

Departments should develop regular procedures for screening and training instructional support staff as well as routine methods of supervising and monitoring their performance. Not only do such practices help to maintain good standards, but they also encourage graduate students, in particular, to improve their teaching skills. Student teaching should be a rewarding opportunity rather than an automatic step in graduate education.

The Faculty Council has adopted the following guidelines for the training and preparation of first-time instructional support staff:

1. All departments and instructional programs must develop plans for preparing and orienting first-time instructional support staff in the pedagogical skills that will allow them to fulfill their teaching obligations. Orientation in issues of appropriate professional conduct (see page 15) should also be provided. These plans should be approved by the Office for Undergraduate Education. Plans should provide for practice teaching or other orientation in teaching methods at or before the start of employment of those without prior teaching experience and should provide for observation and appraisal of performance, at least for the first term of employment.
2. Plans must include a mechanism for screening prospective international instructional support staff (more specifically, those for whom English is not the native language and who have not received a degree from an English-speaking institution) for competence in spoken English before they are approved to teach, and in the case of assistants who will be responsible for evaluating written work, screening for competence in written English as well. The Bok Center has developed a program for language screening and training. Departments may choose to use that central program or to develop their own mechanisms.
3. Individual course heads remain responsible for the orientation, preparation, oversight, and evaluation of assistants in the execution of their specific course responsibilities.

Instructional support staff should be provided with structured teaching assignments. Generally, section teaching is more effective the more the instructor is involved. Regular, perhaps weekly, meetings with assistants to review course material, visits by the instructor to sections, and the teaching of a section by the instructor can be helpful. In certain departments, some or all of

these forms of involvement are routinely expected. Departments may adjust the teaching credit given to Faculty members, if need be, to encourage their involvement in section teaching. An “instructional lunch fund” to contribute to weekly luncheon meetings with assistants is available from department administrators. The Derek Bok Center for Teaching and Learning encourages instructors and assistants to seek help in improving teaching quality (see page 61).

By vote of the Faculty on December 17, 1995, **instructional support staff are expected to attend lectures of the courses in which they are employed** unless in the judgment of the course head the nature of their work for the course does not depend upon their attendance at the lectures.

Departments should devise a record-keeping system on instructional support staff based on instructors’ reports on their performance. Such departmental monitoring can be used to reward outstanding teaching and to provide a solid basis upon which to recommend graduate students for future teaching jobs. At the same time, regular evaluation ensures that a poor teaching performance does not go unnoticed.

Special Considerations Concerning the Appointment of Course Assistants

Because special considerations enter into the appointment of undergraduates as course assistants, instructors should use the following procedure when screening prospective course assistants:

With a candidate’s written permission, an instructor should confirm with the student’s Allston Burr Senior Tutor that the proposed candidate:

1. Has attained sophomore standing and is at least in the third term of residency.
2. Is not on probation.
3. Ordinarily, has a grade point average of 3.33 or better in the two previous terms.

Also, as undergraduates may fail to recognize the implications of serving in an instructional role, instructors should take special responsibility for initiating discussions about professional conduct, including the impropriety of amorous relationships with students and the importance of both equity and confidentiality.

Student Compensation and Credit for Course Work

It is inappropriate for a student to receive course credit for the same work for which he or she is financially compensated. An undergraduate course assistant should not receive academic credit in any form (including Independent Study and Supervised Reading and Research courses) for the course in which he or she teaches. Graduate teaching fellows should not receive Reading and Research (300-level) or other course credit for the time they devote to teaching, but may receive credit by signing up for TIME–T on their study cards. TIME is the term used by the Graduate School of Arts and Sciences to designate independent study (TIME–C), research (TIME–R), or teaching (TIME–T). Students “receive credit” for such pursuits in the sense that TIME appears on the GSAS transcript, however, students are not graded for TIME.

CUE Course Evaluation

Under the auspices of the Committee on Undergraduate Education, the Office for Undergraduate Education oversees a process of course evaluation each term. This evaluation process serves several purposes. It provides feedback from students to the head of a course about reactions to course structure, the quality of the presentation, and the nature of assignments. It also provides important feedback for instructional support staff, many of whom are in their early years of teaching and benefit from the comments of students. Finally, the evaluation process is the basis of the *CUE Course Evaluation Guide* that is written and edited by undergraduates under the guidance of the Committee on Undergraduate Education and distributed to undergraduates at the beginning of each academic year. The aim of the *CUE Guide* is to provide undergraduates with reliable information to be used as one of many inputs during the process of choosing courses.

Participation in the CUE evaluation process is voluntary, but roughly 90 percent of courses with enrollments of 20 or more are evaluated. Each term letters are sent to the heads of undergraduate courses inviting them to participate in the course evaluation process. Course heads may choose the date of evaluation and may allot time either during lectures or section meetings for students to complete the questionnaires. Completed forms should be collected and returned by a student volunteer as indicated in the instructions in the packet.

Summary statistics and photocopies of the questionnaires completed by students are sent to the course heads of evaluated courses after final grades for the term have been submitted. Summary statistics are also sent to the chair of the department or committee offering the course, as well as the chair of any department or committee in which the instructor is formally appointed. The heads of courses are expected to share the relevant information with teaching fellows, teaching assistants, and course assistants who taught in the course. *Both faculty and instructional support staff, particularly teaching fellows, should keep this information, as it will be useful later as an input to promotion decisions and as part of consideration for other teaching positions.*

The Office for Undergraduate Education reviews the forms for any member of the instructional support staff whose average “overall” rating on the 5-point scale (1=low, 5=high) is below 3.00. In these very few cases, the Associate Dean for Undergraduate Education may send a letter of concern to that instructor, copied to the course head(s), urging him or her to seek appropriate counseling on how to improve his or her teaching. If members of the instructional support staff who have received such cautionary letters fall below 3.00 a second time, they may be prohibited from further teaching in the Faculty of Arts and Sciences.

Final and Midyear Examinations

Final and Midyear examinations are three-hour written tests administered and proctored by the staff of the Office of the Registrar at locations and times specified by the Registrar. Courses ordinarily hold final examinations, and half and full courses that run throughout the year hold midyear examinations. Any deviation from the scheduled three-hour examination requires the prior approval of the Office for Undergraduate Education (for courses below the 200- or 2000-level) or the Dean of the Graduate School (for courses at the 200- or 2000-level). (See *Requesting a Substitution* on page 43.) Examination substitutions for research courses, seminars, tutorials, and other low enrollment courses (see below for definition) are automatically approved by the Office of the Registrar. (See also *Hour and Midterm Examinations* on page 35.)

To earn credit for a course or to count the course toward fulfillment of the requirements for a degree, the student must have attended the final examination (or midyear and final if a full-year course) or an approved makeup. A student's unexcused absence from a midyear or final examination will ordinarily result in a failing grade for the course (ABS). The course head is not empowered to excuse student absences from midyear, final, or makeup examinations scheduled by the Registrar. Furthermore, the course head may not give a final examination at a special time to accommodate the needs of an individual student or authorize the substitution of another exercise for an examination.

Students are entitled to complete course requirements and to take the final examination. They must not be discouraged from doing so, even when previous course work has earned a cumulative failing grade. Only a student whose serious and persistent neglect of academic work has led to formal *exclusion* from the course is ineligible to take the final, midyear, or makeup examination (see *Exclusion* on page 59).

Examination Categories

At the beginning of each term, course heads will receive a Final Examination Information form for each course they teach and will be asked to classify their courses according to the following categories:

A. Standard Three-hour Examination/No Substitution

All students enrolled in this course are expected to write a three-hour examination administered by the Office of the Registrar during the exam period.

B. Standard Three-hour Examination for All Undergraduates, Substitutions for All Graduates

All undergraduates will write a three-hour examination and all graduate students will submit an examination substitution (a paper, project, take-home examination, etc.).

C1. No Three-Hour Final Examination for Any Student (Lower Enrollment Courses)

Low enrollment (undergraduate course with enrollment of less than 20 students or combined graduate/undergraduate course with fewer than 30 students) or undergraduate tutorial, seminar, or research course primarily for graduate students. (Automatic approval.)

C2. No Three-hour Examination for Any Student

Final exam substitution is preferable for all students. (See *Requesting a Substitution* on page 43.)

D. Optional Examination Substitution for Certain Students, Standard Three-hour Examination for All Other Students

An alternative means of evaluation offered to certain students in lieu of the final three-hour exam. Ordinarily, substitution for an individual student is not allowed. (See *Requesting a Substitution* on page 43.)

Requesting a Substitution

When petitioning for an exam substitution, the course head must describe the alternative form of evaluation and explain why it is more appropriate than a three-hour examination. In courses in which the number of students is large (over 30) or where a range of different types of work will be accepted in lieu of the examination, the course head must indicate the steps that will be taken to ensure equity in grading. Course heads should also indicate the other course assignments (hour examinations, laboratory reports, papers, etc.) that will be included in the final evaluation of the students' performance.

Course heads who plan to petition the appropriate dean for permission to substitute should announce their **intention** at the first class meeting, and on the course syllabus. However, only after the petition has been formally approved by the dean should course heads announce the cancellation of a midyear or final examination. Course heads may submit petitions for exam substitutions to the Office of the Registrar any time before the first meeting of class with a special request for early decision.

Please note that all students who are in the AB/AM degree program are to be treated as undergraduates for the purposes of completing all of the course requirements by the end of the final exam period; for exam substitutions; and for grading. The one exception is that the course head may treat AB/AM students as graduate students, for the purpose of exam substitutions, if the student has bracketed the course toward the AM degree.

Completion of Work Assigned for Substitutions

Course heads should not assign any work to be done during the Examination Period. Faculty policy stipulates that this time should be reserved for standard three-hour exams. Any work assigned as a substitution for a midyear or final examination must be completed before the end of Reading Period.

Take-Home Examinations

Take-home examinations are considered substitutions and, like other substitutions, must be due before the end of Reading Period. When assigning a take home exam it is imperative that the instructor be mindful of student obligations to other courses, some of which continue to meet during the Reading Period. Course heads should be careful to explain to students in writing the extent of collaboration and any source materials that may be permitted in the preparation of the examination.

Examination Scheduling

For most courses an examination group is published in *Courses of Instruction* within the course description. Examination groups correspond to class meeting times and ordinarily change if the meeting time changes. Occasionally, the Office of the Registrar may need to assign an exam group that does not correspond to the meeting time of the course.

Classes that meet for periods longer than one hour are listed in the catalog with more than one exam group. The exam group for such a course will be chosen by the Registrar's Office.

Many factors must be considered when scheduling eighteen exam groups within an eight-day examination period, including student conflicts, room availability, and personnel resources. As a result, the Office of the Registrar is unable to accommodate individual requests to assign alternative exam groups to courses.

Since the days and hours for courses are subject to change, official dates and times for examinations are published on the Final Examination Schedule. It is posted throughout campus and at the Registrar's Office website (www.registrar.fas.harvard.edu) and is mailed to departments shortly before Reading Period. The Final Examination Schedule will be available during the first week of January for fall final/midyear examinations and during the first week of May for spring final examinations.

Tentative Examination Schedule 2003-2004

Class Meeting Time	Examination Group	Fall Final/Midyear Examination	Spring Final Examination
MWF 8	1	Tue., Jan. 27	Fri., May 21
MWF 9	2	Mon., Jan. 26	Thu., May 20
MWF 10	3	Fri., Jan. 23	Thu., May 27
MWF 11	4	Sat., Jan. 24	Fri., May 28
MWF 12	5	Tue., Jan. 20	Sat., May 22
MWF 1	6	Sat., Jan. 17	Tue., May 25
MWF 2	7	Tue., Jan. 27	Fri., May 21
MWF 3	8	Wed., Jan. 21	Mon., May 24
MWF 4	9	Wed., Jan. 21	Mon., May 24
TuTh 8	10	Sat., Jan. 17	Tue., May 25
TuTh 9	11	Wed., Jan 21	Mon., May 24
TuTh 10	12	Wed., Jan. 21	Mon., May 24
TuTh 11	13	Thu., Jan. 22	Wed., May 26
TuTh 12	14	Tue., Jan. 27	Fri., May 21
TuTh 1	15	Mon., Jan. 26	Thu., May 20
TuTh 2	16	Mon., Jan. 26	Thu., May 20
TuTh 3	17	Wed., Jan. 21	Mon., May 24
TuTh 4	18	Wed., Jan. 21	Mon., May 24

Administration of Examinations

Final and Midyear examinations are administered by proctors trained and supervised by the Office of the Registrar. The exam procedures they follow are intended to protect the security of examinations and to ensure that students undertake the writing of their exams in an environment free of distractions and disturbances. There are two exam sessions per day during the Examination Period; morning examinations start at 9:15 am and afternoon examinations start at 2:15 pm.

All courses are expected to handle the printing and photocopying of their own examinations. **The course head is responsible for bringing the examination to the exam room 20 minutes prior to the beginning of the examination.** Course heads are also expected to be present at their examinations for at least the first fifteen minutes and to be available by phone for the duration of the exam. Course heads are also expected to pick up completed examination booklets, scrap booklets, and other course materials (slides, audiotapes, etc.) at the end of the examination. In case of necessary absence, the course head should appoint an appropriate delegate who is conversant with the course and able to answer questions that might arise at the examination. The Office of the Registrar provides examination booklets and proctors who take attendance and administer the examinations. During the exam, while the proctors are performing exam-related paperwork and monitoring the students who are writing the exam, the role of course heads and/or their assistants should be limited to answering student questions regarding the exam. Proctors may ask teaching staff for assistance in the distribution and collection of exam materials, however it is important that the teaching staff follow the instructions of the head proctor

Ordinarily, proctors will not release examinations to anyone other than the course head. If a course head is unable to pick up the completed examination booklets after an examination, he or she must delegate an assistant to perform this task. The assistant should be prepared to show a valid Harvard I.D. card to the proctors.

Instructors should take every precaution to prevent the accidental loss of examination booklets. For example, under no circumstances should examination booklets be removed from the neighborhood of the University. If a course head has temporarily left the Cambridge area, only photocopies of the booklets should be sent to the course head for grading. **Examination booklets should be kept for one year after the end of the course.** Most instructors return exam booklets, papers, and other academic work to the student enrolled in their courses. By law, students have the right to review all materials submitted to a course, including final examination booklets and, for a reasonable charge, may have copies of any originals not returned to them.

Religious Conflicts with Final/Midyear Examinations

Students are expected to anticipate any religious conflicts with examinations and report the conflict in writing to the Office of the Registrar at *fasexams@fas* by the last day of classes each term. Accommodation may not be possible if the conflict is reported after that date.

Examinations *In Absentia*

Students who for sufficient reason cannot be within 500 miles of Cambridge at the time of a final, midyear, or makeup examination may request to take the examination at another location. All examinations *in absentia* must be approved by the Administrative Board. In addition, students participating in an approved Out-of-Residence Study are automatically approved to take examinations *in absentia*. A petition to take an examination *in absentia* will not be accepted without the course head's signature, indicating approval and a willingness to provide the Office of the Registrar with an early copy of the examination. Student applications for *in absentia* exams are due in the Office of the Registrar thirty days before the examination date. Occasionally the Administrative Board will grant examinations *in absentia* after the thirty-day deadline has passed.

An *in absentia* examination is administered at the same time and date as the examination in Cambridge and must be proctored by someone approved by the Office of the Registrar. After determining that these conditions can be met, the Office of the Registrar will request a copy of the examination from the course head. For reasons of equity, this copy must be identical to that given at the regular examination in Cambridge. After the examination is written and returned to Cambridge, the Office of the Registrar will deliver it to the course head for grading.

Students are charged \$100 for each examination taken *in absentia* to cover administrative costs such as long distance telephone calls and special mailing services. The *in absentia* fee is waived for students who are participants in intercollegiate competition and for students who are studying abroad for Harvard degree credit with prior approval from the Standing Committee on Out-of-Residence Study.

Makeup Examinations

The Administrative Board of Harvard College has sole jurisdiction over granting makeup examinations for undergraduates. The Registrar's Office has been authorized by the Graduate School to approve or deny makeup petitions for graduate students. **Course heads may not give a makeup midyear or final examination without notification from the Office of the Registrar.** Moreover, course heads may not give a makeup examination at any time or location other than that specified by the Office of the Registrar. The granting of a makeup examination by the Administrative Board does not imply that the student may receive credit for any assigned work in the course not submitted by the end of the Examination Period.

Makeup examinations are ordinarily granted by the Administrative Board in cases of medically documented illness or extraordinary circumstances over which the student had no control, such as a death in the family. Makeups are sometimes granted to undergraduate participants in intercollegiate competition, but only when examinations *in absentia* cannot be arranged. By vote of the Faculty Council, makeup examinations may also be granted when a student who is in good standing in the course misses an examination because of inadvertence, provided the petition is supported by the course head and filed on time. Undergraduate and graduate students in the FAS may be granted a makeup examination on the grounds of inadvertence only once during their tenure at Harvard.

If called upon to do so, course heads must prepare appropriate makeup examinations and grade them. Ordinarily a makeup examination should not be a duplicate of the original exam.

Course grades dependent upon makeup examinations should be reported to the Office of the Registrar one week after the date of such examinations. The undergraduate transcript carries the notation “#” next to the final grade for any course in which the student took a makeup examination.

Makeup midterm examinations are not granted by the Administrative Board nor the Registrar’s Office. Offering such makeup examinations or substituting other work is at the discretion of the course head, except in the case of an absence for the observation of religious holidays. (See *Hour and Midterm Examinations* on page 35.) The Office of the Registrar has no role in midterm examinations.

Publication of Past Final and Midyear Examinations

Final and Midyear Examinations have traditionally been collected and made available electronically on a website accessible only to Harvard account holders at www.fas.harvard.edu/~exams. However, the head of a course may request at the time of the exam that the final examination not be included in the electronic library collection.

Grades

The Grading System

The Registrar is authorized to obtain from instructors reports on the performance of students in the form of the grades established by the Faculty of Arts and Sciences. Grade sheets for reporting grades are sent to instructors and must be completed and returned by the indicated due dates (see pages 53–55). The Faculty of Arts and Sciences uses the following system of letter and non-letter grades to evaluate undergraduate student work:

Letter Grades—Undergraduate Students

- | | |
|------------------|--|
| A, A- | Earned by work whose excellent quality indicates a full mastery of the subject and, in the case of the grade of A, is of extraordinary distinction. |
| B+, B, B- | Earned by work that indicates a good comprehension of the course material, a good command of the skills needed to work with the course material, and the student's full engagement with the course requirements and activities. |
| C+, C, C- | Earned by work that indicates an adequate and satisfactory comprehension of the course material and the skills needed to work with the course material and that indicates the student has met the basic requirements for completing assigned work and participating in class activities. |
| D+, D, D- | Earned by work that is unsatisfactory but that indicates some minimal command of the course materials and some minimal participation in class activities that is worthy of course credit toward the degree. |
| E | Earned by work which is unsatisfactory and unworthy of course credit towards the degree. |

Non-letter Grades—Undergraduate Students

Incomplete (INC) cannot under any circumstances be given to undergraduates.

- | | |
|-------------|--|
| ABS | Students who miss a regularly-scheduled midyear or final examination during the Midyear or Final Examination Period are given a failing grade of Absent (ABS) which will be changed only if the student is granted and takes a makeup examination. Unexcused absences are counted as failures (see pages 42–48). No other grade can be accepted. Exam substitutions not administered by the Registrar's Office, including take-home examinations and special final projects, are not "regularly-scheduled" examinations; therefore, ABS cannot be used in these cases. If, after an absence from the final examination, a student is granted a makeup examination by the Administrative Board, the appropriate grade is then submitted after completion of the examination. A special grade sheet is provided for this purpose. The final grade will have the notation "#" next to it on the transcript. |
| EXLD | A notation of Excluded (EXLD) indicates that the student was not permitted to continue in the course and received no credit. Exclusion from a course is equivalent in all respects to failing it and in and of itself makes the student's record for the term unsatisfactory. |
| EXT | Instructors may allow students extensions of time to complete course work up to the last day of the Examination Period. After that date, only the Administrative Board may grant extensions of time for undergraduates to complete course work (see page 36). Until the date of extension set by the Board, a final grade should not be reported by the instructor; instead, the designation EXT (Extension) should be entered on the grade sheet. |

EXT is only a temporary notation. When the allowed time for late work has passed, the instructor should inform the Registrar of the final grade in writing. The student's record will contain the “#” notation to indicate that this grade was obtained after an extension of time. Students who miss a midyear or final examination must be given an ABS (Absent), not an EXT.

PA/FL The grade of *Pass* represents letter grades of A to D-; the grade of *Fail* represents the letter grade of E only. Students admitted to a course on a PA/FL basis are so identified on the grade sheet. For such students, only a grade of *Pass* or *Fail* can be accepted by the Registrar. Independent Study is always graded PA/FL.

SAT/UNS The grade of *Satisfactory* includes letter grades from A to C-; the grade of *Unsatisfactory* represents work below C- and is considered a failing grade. No students enrolled in courses graded SAT/UNS may receive letter grades in those courses. The following junior and senior tutorials must be graded SAT/UNS:

Applied Mathematics 99r	Literature 98 and 99
Biology 98r.	Mathematics 60r
Chemistry 91, 98, and 99	Portuguese 99
English 98 and 99	Psychology 985, 990, and 992
Folklore and Mythology 99	Religion 99
French 99	Romance Studies 99
German 99	Scandinavian 99
Government 99	Slavic 99
History 99	Social Studies 99
History and Literature 99	Sociology 99
History of Art and Architecture 99	Spanish 99
Italian 99	Special Concentrations 99
Linguistics 99	Women's Studies 99

All Freshman Seminars are graded SAT/UNS.

Certain House Seminars may also be graded SAT/UNS, provided instructors inform the Standing Committee on Freshman Seminars of their intentions at the time the House Seminar proposals are submitted, and all students in a particular seminar are graded on the same scale.

In addition, SAT/UNS may be reported as a midyear grade in any full year tutorial or half-course extending throughout the year which does not give a midyear examination. In this case only, *Unsatisfactory* may be used to indicate passing-but-unsatisfactory work.

The instructor must obtain permission from the Office for Undergraduate Education (for courses below the 200- or 2000-level) or Dean of the Graduate School (for courses at the 200- or 2000-level) before grading SAT/UNS for any course not listed above.

Satisfactory and Unsatisfactory Undergraduate Studies

Grades of C- or higher, as well as the grades of PA and SAT, are passing and satisfactory grades. Grades of D+ through D- are passing but unsatisfactory grades. Grades of E, ABS (Absent), FL (Fail), UNS (Unsatisfactory), and EXLD (Excluded) are failing grades. All undergraduate student records with any unsatisfactory or failing grade are reviewed at the end of the term by the Administrative Board, which responds to such records in the manner described in the appropriate sections of the *Handbook for Students* and in the *Administrative Board Guide for Students*. Responses may include a period of academic probation or a requirement to withdraw from the College for a year.

Letter Grades—Graduate Students

The Graduate School of Arts and Sciences uses the following letter grades: A, A-, B+, B, B-, C+, C, C-, D+, D, D-, E. A grade of E is a failing grade.

The minimum standard for satisfactory work in the Graduate School is a “B” average in each academic year. A grade of “C” or “INC” is offset by a grade of “A” and a “D” by two “A’s”; no account is taken of plus or minus. Grades of “E” or an unexcused “ABS” are failing. A grade of “UNS” is unsatisfactory. A course in which a student receives an “E” or permanent “INC” or “ABS” may be retaken for credit at a later time, in which case both grades will appear on the student’s transcript. In many departments, students are expected to maintain an average well above the GSAS minimum.

Letter grades are to be used in every case except as follows:

Non-letter Grades—Graduate Students**Graduate students are not allowed to take courses on a Pass/Fail (PA/FL) basis.**

- ABS** The designation ABS (*Absent*) is used in the case of a student who is absent from a regularly scheduled midyear or final examination. No other grade can be accepted. Exam substitutions not administered by the Registrar’s Office, including take-home examinations and special final projects are not “regularly scheduled” examinations; therefore, ABS cannot be used in courses with take-home final exams. If, after an absence from the final examination, a student is subsequently granted a makeup examination by the Associate Registrar, the appropriate grade is then submitted after completion of the examination. A special grade sheet is provided for this purpose.
- EXC** Graduate students may be excused from a final examination or other course assignments by their division, department, or committee Chairs on the basis of having passed departmental examinations or other requirements. At the written request of a Chair, the Associate Registrar records the grade of EXC (*Excused*). If students elect to take the final examination and complete the course, they receive a letter grade.
- INC** **For graduate students only** the instructor has the prerogative of approving an extension of time for completion of course work beyond the end of the term. The appropriate grade in this situation is INC (*Incomplete*), not EXT (*Extension*). In order to have the grade of INC changed to a letter or appropriate non-letter grade, the graduate student must complete the work of the course before the end of the next regular term. An INC which has not been completed by that time will become a permanent grade, unless the student successfully petitions for an extension of time. This petition requires the approval of the Director of Graduate Studies and of the Dean of the Graduate School.
- When a student has made up an INC within the allowable time period, the instructor should immediately inform the Registrar of the grade in writing. If the instructor reports the grade after the deadline for completing the work has passed, the instructor must include the date on which the student submitted the work to the instructor. Failure to affirm to the Registrar that the student completed the work on time will render the grade unacceptable.
- SAT/UNS** For graduate students, *Satisfactory* indicates that the course was passed with distinction (B- or above). Graduate courses of Reading and Research (300-level courses) must be graded *Satisfactory* or *Unsatisfactory*. No other courses may be graded on a SAT/UNS basis with the exception of designated foreign language courses. Graduate students must petition to obtain permission from the instructor to take a language course on a SAT/UNS basis. Graduate students admitted to a course on a SAT/UNS basis are so identified on the grade sheet.

Student Request for Review of an Assigned Grade

Both undergraduate and graduate students may request that an instructor review a grade that has been received and may also ask to consult with the Chair of the department or committee offering the course. However, final authority for the assignment of grades rests with the course head. Instructors wishing to change a grade should submit their requests to either the Office for Undergraduate Education (for an undergraduate) or the Dean of the Graduate School (for a graduate student), c/o The Registrar, 20 Garden Street (617-495-1546). (See also *Changes in Grades* on page 56.)

Grade Point Averages and the Rank List for Undergraduates

The Faculty of Arts and Sciences averages its letter grades with a 4-point scale: A = 4.00, A- = 3.67, B+ = 3.33, B = 3.00, B- = 2.67, C+ = 2.33, C = 2.00, C- = 1.67, D+ = 1.33, D = 1.00, D- = 0.67. E, ABS, UNS, EXLD = 0. The grade point average is the numerical average of all grades received in courses taken under the Faculty of Arts and Sciences for degree credit, including courses taken for credit in the Harvard Summer School and cross-registration courses as appropriate. Passing grades received for courses given by other Harvard Faculties or MIT will not be used in computing a student's grade-point average except when the courses are counted toward concentration requirements or taken in the Graduate School of Education as part of UTEP. Grades received for course work done out of residence will not be used in computing the grade-point average. Grade-point averages are calculated on both a cumulative and annual basis.

Until September 2003, at the end of each academic year, every registered degree candidate was placed in one of the six Rank List Groups. The Rank List was based on the numerical average of all grades received in courses taken under the Faculty of Arts and Sciences for degree credit, including courses taken for credit in the Harvard Summer School and cross-registration courses as appropriate. Passing grades received for courses given by other Harvard Faculties or MIT were not used in computing the Rank List except when the courses were counted toward concentration requirements or taken in the Graduate School of Education as part of UTEP. Grades received for course work done out of residence were not used in computing the Rank List.

The Rank List was calculated on both a cumulative and an annual basis. Minimum requirements for the Rank List Groups (the grades CR, PA, and SAT count the same as the average of all other grades received and therefore do not affect the Rank List average), were:

Group I	A- average
Group II	B+ average
Group III	B- average
Group IV	C+ average
Group V	C- average
Group VI	Any grade average below C-
INS	Record incomplete pending makeup examination.

Submission of Final and Midyear Grades

During the midyear and final examination periods, instructors should not leave the vicinity of Cambridge until their course grades have been submitted to the Office of the Registrar. Because the course head is responsible for the grades given by his or her assistants, it is important that the course head closely supervise grading. (See *Responsibility for Evaluation* on page 15.) Completed grade sheets should be returned to the Office of the Registrar as soon as possible but no later than the due date printed on the sheet. Each grade sheet for a course must be signed by the course head.

Due Dates for Midterm Grades 2003–2004

Unsatisfactory midterm grades for undergraduates in courses below the 200-level are due by 5 pm in the Office of the Registrar, 20 Garden Street on the following days.

Fall term: **Friday, October 31**

Spring term: **Friday, March 19**

Due Dates for Fall Final/Midyear Grades 2003–2004***Courses Without Examinations***

For all fall courses without final or midyear examinations, including 300-level courses and courses with approved substitutions (see page 43), final grades are due in the Registrar's Office at 20 Garden Street on **Tuesday, January 20**.

Courses With Examinations

Date of Examination	Examination Groups	All Grades Due
Saturday, January 17	6, 10	Fri., January 23
Tuesday, January 20	5	Tue., January 27
Wednesday, January 21	8, 9, 11, 12, 17, 18	Wed., January 28
Thursday, January 22	13	Thu., January 29
Friday, January 23	3	Fri., January 30
Saturday, January 24	4	Mon., February 2
Tuesday, January 26	2, 15, 16	Tue., February 3
Wednesday, January 27	1, 7, 14	Wed., February 4

Due Dates for Spring Final Grades 2003–2004

Courses Without Examinations

For all spring courses without final examinations, including 300- and 3000-level courses and courses with approved substitutions (see page 43), final grades are due in the Registrar's Office at 20 Garden Street on **Monday, May 24**.

Courses With Examinations

Date of Examination	Examination Group	June Degree Grades Due	Non-Degree Grades Due
Thursday, May 20	2, 15, 16	Mon., May 24	Thu., May 27
Friday, May 21	1, 7, 14	Tue., May 25	Fri., May 28
Saturday, May 22	5	Wed., May 26	Sat., May 29
Monday, May 24	8, 9, 11, 12, 17, 18	Fri., May 28	Tue., June 1
Tuesday, May 25	6, 10	Sat., May 29	Tue., June 1
Wednesday, May 26	13	Tue., June 1	Wed., June 2
Thursday, May 27	3	Tue., June 1	Thu., June 3
Friday, May 28	4	Tue., June 1	Fri., June 4

Submitting Late Grades

Grades must be delivered to the Office of the Registrar at 20 Garden St. on or before the due dates printed on the grade sheets. Instructors who anticipate that they will be unable to meet these deadlines should contact the Registrar (617-495-1546).

Final Grades in Full Courses

Final grades in full courses are always cumulative—that is, they represent the standing of the students from the beginning of the first term of the course, not merely during the second term.

Final Grades for Degree Candidates

Grades for degree candidates must be returned by the date specified on the separate grade sheets prepared for this purpose. Usually the due date is four working days after the final examination or, for courses with no final exams, at the end of Reading Period. Grades reported on these degree grade sheets are final grades and may not be changed except as indicated below in Changes in Grades.

Changes in Grades

Once a grade has been reported to the Registrar it can be changed only upon the instructor's written request to either the Office for Undergraduate Education (for an undergraduate) or the Dean of the Graduate School (for a graduate student), c/o The Registrar, 20 Garden Street (617-495-1546). The written request should include an explanation for the grade change. If a grade change is requested because of a *clerical error* or misunderstanding of Faculty rules concerning the grading structure, the appropriate dean will ordinarily authorize the Registrar to change the grade. In the case of a grade change due to *judgmental error*, the instructor is expected to review the work of other students in the course or relevant section(s) to determine that grade equity would be maintained if the grade change were approved. When late work is the basis of a grade change request, it is essential that the work have been received by the deadline set by the Faculty: the end of the Examination Period for undergraduates or the end of the next regular term for graduate students. Before authorizing any grade change, the appropriate dean must be satisfied that all students in the course have been treated equitably.

Although the grades of degree candidates are reported before those of other students, these grades are considered final and are subject to the same regulations for changes.

Posting of Grades

It is the Faculty's legal responsibility to maintain confidentiality of student grades and also of materials upon which evaluations are made. For this reason, instructors should not post grades by student name or student identification number. Furthermore, instructors should never make a student's submitted work, such as problem sets, exam booklets, or papers, accessible to anyone other than the student who has submitted it, unless specifically authorized to do so by the author.

Approximately one week after the end of the final examination period, students can view their final and midyear grades via the Registrar's Office website (www.registrar.fas.harvard.edu).

Retention of Examination Booklets and Course Records

Most instructors return exam booklets, papers, and other academic work to the students enrolled in their courses. Work that is not returned to students must be kept in a safe, accessible location on campus for at least one year after the end of a course. By law, students have the right to review all materials submitted to a course, and for a reasonable charge, may have copies of any originals not returned to them. Course heads should be sure to collect from section leaders and tutors any course assignments that have not been returned to students for appropriate storage. Faculty who are leaving the FAS or who will be on leave and away from the University should make appropriate arrangements for maintaining the availability of students' work.

Addressing Student Problems

The Administrative Boards

The Administrative Board of Harvard College has the responsibility for reviewing all unsatisfactory undergraduate records and disciplinary cases for possible action. The Board also votes on all student petitions for makeup examinations as well as exceptions to the academic rules described in the Harvard College *Handbook for Students*. The Board is composed of the Dean of Harvard College, the Assistant Deans of Freshmen and the Allston Burr Senior Tutors of the thirteen Houses (see below), and several administrative and teaching members of the Faculty. The Dean of Harvard College serves as Chair and the Assistant Dean of Harvard College serves as Secretary.

The Administrative Board of the Graduate School of Arts and Sciences reviews and rules on all matters of discipline and unsatisfactory student performance as well as exceptions to the rules contained in the *Graduate School of Arts and Sciences Handbook*. The Board is composed of the Dean of the Graduate School, the Administrative Dean, six teaching members of the Faculty, the Registrar, the Associate Dean for Student Affairs, the Dean for Admissions and Financial Aid, and the Student Affairs Officer. Up to four graduate students serve on the Board when it is considering appeals of financial aid and teaching fellow appointment decisions.

The Resident Deans: Allston Burr Senior Tutors and Assistant Deans of Freshmen

Working with the Dean of Harvard College are the thirteen Allston Burr Senior Tutors, one in each of the Houses. These resident deans are directly responsible for the academic and personal welfare of undergraduates. The Dean of Freshmen and the three Assistant Deans of Freshmen in Residence have the same responsibilities for first-year students. The Coordinator of Transfer and Visiting Student Programs fulfills such responsibilities for visiting undergraduates.

Whenever instructors have a concern about an undergraduate, they are urged to contact the appropriate resident dean. Students' House affiliations or freshman status are indicated on course lists. A list of Senior Tutors and the Assistant Deans of Freshman may be found in the *FAS Directory* on page 66.

Graduate School Office of Student Affairs

Instructors with concerns regarding graduate students' academic or personal welfare should contact the Office of Student Affairs in Byerly Hall (617-495-1816). This office is directed by the Associate Dean for Student Affairs, who has general responsibility for the welfare of graduate students and monitors students' academic status. The Associate Dean represents students in disciplinary cases before the Administrative Board of the Graduate School of Arts and Sciences and advises students on sexual harassment complaints.

Neglect of Academic Work by Students: Exclusion

A student who is neglecting course work should be warned in writing that he or she risks exclusion from the course and that exclusion is equivalent to a failing grade. A copy of the instructor's warning must be sent to the Dean of Harvard College in the case of an undergraduate and to the Administrative Dean of the Graduate School of Arts and Sciences in the case of a graduate student. If the student continues to neglect academic work after receiving this written warning, the instructor should then send a second letter requesting exclusion to the appropriate Dean, who will forward it to the Administrative Board for action. Upon the Board's approval of the exclusion petition, the student is denied any right to further course evaluation, including final and makeup examinations.

It is to the advantage of both the student and faculty member to address early a case of gross neglect of course work. An undergraduate has the option of withdrawing from the course before the seventh Monday of the term. Beyond that date there remain only a few weeks for the instructor to pursue the process of warning and exclusion or, conversely, for the student to recover much lost ground.

Faculty policy gives the Administrative Boards no choice but to grant a makeup exam to any student who remains in a course until the end of the term and presents a medical excuse, signed by an appropriate Harvard University Health Service (HUHS) staff member, for missing the final examination. This policy applies even when circumstances clearly indicate the student's gross neglect of academic work during the term.

Reports of Undergraduates with Unsatisfactory Records

The Office of the Registrar encloses unsatisfactory grade report forms with final, midyear, and midterm grade sheets. Instructors are urged to use these forms to comment on undergraduates who have earned unsatisfactory course grades. (Unsatisfactory grades are: D, E, EXLD, FL, UNS, ABS. See *The Grading System* on page 49.) Instructors' comments on these unsatisfactory grade reports are of great value to the students' advisers and to the Administrative Board, which reviews student records. Instructors should forward unsatisfactory grade reports to the Registrar along with their grade sheets.

Students Charged with Dishonesty in Course Work

Although instructors have the responsibility for evaluating students' academic performance, the Faculty has granted jurisdiction over matters of student dishonesty to the Administrative Boards. Therefore, any incidence of possible student dishonesty in course work should be reported at once to the Dean of Harvard College if an undergraduate is involved or to the Dean of the Graduate School of Arts and Sciences in the case of a graduate student. After a preliminary investigation, the Dean will decide whether to refer the matter to the appropriate Administrative Board.

Each case involving possible student dishonesty that goes to an Administrative Board will receive a careful hearing. Action taken by either Board can range from "scratch" (the Board decides that no disciplinary action is warranted) to requirement to withdraw or even a recommendation to the Faculty that the student be dismissed or expelled. In cases involving undergraduates who have misused source materials in the preparation of course work, the Administrative Board of Harvard College will often recommend and make available appropriate instruction on the proper use of sources and footnotes.

Students have a right to expect that grading will not be used as punishment for alleged academic dishonesty that has not been confirmed by the Administrative Board. Students may ask the Board, through their resident dean, to investigate and resolve informal allegations of academic dishonesty that have not been brought to the Board's attention by a faculty member.

Troubled Students

Instructors are not responsible for counseling students on personal or emotional difficulties, even when those problems affect academic work. Undergraduate students who seem to be unusually upset or who are in need of special help should be referred to their resident dean (Allston Burr Senior Tutor or Assistant Dean of Freshmen). Instructors are encouraged to call the resident dean to discuss their concerns about a particular undergraduate. Concern about a graduate student should be referred to the Associate Dean for Student Affairs in Byerly Hall (617-495-1816). The Mental Health Service of the Harvard University Health Services (617-495-2042) and the Bureau of Study Counsel (617-495-2581) are also available to help troubled students, both undergraduate and graduate.

Teaching Resources

The Derek Bok Center for Teaching and Learning
Science Center 318
Phone: (617-495-4869); Fax: (617-495-3739)

The Derek Bok Center for Teaching and Learning, formerly the Danforth Center, was created in 1975 by vote of the Faculty of Arts and Sciences to be a resource for the improvement of teaching at Harvard. The Center offers consultations for faculty and teaching fellows, videotaping of classes, support for foreign faculty and teaching fellows, classroom observation, a program to foster writing across the curriculum, a course on discussion leading skills, a seminar on pedagogy, as well as orientations, workshops, and a library of books, periodicals, and videotapes. Instructors interested in these services or any kind of consultation about their teaching are encouraged to call the Center. A number of teaching resources are also available on the Bok Center's Website at www.bokcenter.harvard.edu.

Writing Center
Barker Center
Phone: (617-495-1655)

The Writing Center offers individual tutoring and writing assistance to all students in the FAS. Instructors concerned with the writing skills of a particular student may recommend to the student that he or she seek assistance through the Writing Center. The Center also has prepared hand-outs that instructors can reproduce and distribute in an effort to help students better understand the various aspects of good writing.

Bureau of Study Counsel
5 Linden Street
Phone: (617-495-2581); Fax: (617-495-7680)
www.fas.harvard.edu/~bsc

The Bureau of Study Counsel is a clinical/counseling and learning resource center designed to help students fully develop their intellectual and emotional potential by addressing the broad range of their academic and personal concerns. The Bureau offers a wide variety of confidential services:

- *Academic*: individual academic counseling; study strategy materials; skills-oriented groups and workshops; peer tutoring; freshman Workshop in Studying at Harvard; Harvard Course in Reading and Study Strategies;
- *Psychological*: individual personal counseling; individual psychotherapy; topical groups or workshops on issues of student concern; psychological assessment; interpersonal conflict resolution; and

- *Consultative*: consultations with faculty, teaching fellows, student organizations, and administrative and residential staff; supervision of peer counseling and peer education groups; and central coordination and supervision of peer tutoring groups.

Faculty members may contact the Bureau professional staff (comprised of clinical, counseling, and educational psychologists and teachers) in confidence regarding any question or concern about a student's academic performance, classroom behavior, or personal difficulties. Faculty members may also wish either to recommend the Bureau's strategic reading comprehension course, or to refer a student for tutoring or counseling; a brochure "How to Refer a Student" is available to aid such conversation. Peer tutoring provides extracurricular assistance supplemental to (not a substitute for) course instruction. The Dean of the College has designated the Bureau to act on his behalf in selecting, hiring, supervising, and employing undergraduate students for financial compensation ("No student may accept compensation for private tutoring in Harvard courses without the written permission of the Dean. Violation of these rules makes a student liable to requirement to withdraw." *Handbook for Students*). Personal counseling and psychotherapy help students understand their own personal learning goals and styles, deal with the challenges of this demanding environment, define and achieve their own motivational aspirations, and resolve their psychological conflicts. The Bureau's services are intended to help students gain the greatest scholarly and personal benefit from their education, and to support faculty in their efforts to ensure the highest quality of students' intellectual and emotional development.

Department of Instructional Media Services **www.fas.harvard.edu/~ims**

Media and Technology Services (MTS)-formerly Audiovisual Services
(Servicing all FAS Buildings except the Science Center)
Main Office: Science Center B-02 (617-495-9460)

Media and Technology Services provides film, overhead, data, and video projection; audio recording and amplification; videotape recording, editing, and video graphics; 16mm film and slide transfers to videotape; film and videotape rentals for the FAS classes; and a screening room with a seating capacity of 15. Equipment operators are available for selected events and equipment.

Office hours are Monday–Thursday, 8 am–5:30 pm Friday, 8 am–5 pm. A technician is on call until 10 pm, Monday–Thursday during the academic year.

Sever Hall Office: Sever Hall 301 (617-495-9470)

Requests for user-operable equipment within Sever Hall or for Summer School should be directed to this office.

Instructional Design Services (IDS)
Science Center B-02 (617-495-9114)

IDS can provide 35 mm slides from digital images and bound or flat originals; and scanned images from slides, bound, or flat originals. There is a charge for these services.

Language Resource Center (LRC)
Lamont Library, Sixth floor (617-495-9448)
lrcnt.fas.harvard.edu/Home.html

The Language Resource Center (LRC) is comprised of 80 carrels which contain computers, audio cassette recorders, VCR, DVD, and laser disc players. A server stores foreign language videos and can stream them in full-motion to all computers in the center. International news and variety programs from SCOLA 1, 2, & 3 are also accessible on all computers in the center. Some audio and text material for classes can be accessed from computers on campus via the LRC website at lrcnt.fas.harvard.edu/Home.html. The LRC also has two video viewing rooms, a music listening room, a faculty work room, and group areas for small class instruction.

Media Production Center
59 Plympton Street (617-495-9440)

MPC provides studio audio recording and processing, as well as video processing. Audio tape services include live recording, editing, mixing, archival restoration, and high speed duplication. Audio recordings are available in a variety of audio formats. Video tape and DVD services include international standard conversion and duplication of non-copyrighted material.

Piano Technical Services

Piano Technical Services (617-495-2981) restores, repairs, and tunes all FAS pianos. A minimum seven-day notice is required for tuning requests.

Harvard University Faculty of Arts and Sciences
Computer Services (HASCS)

HASCS, also known as the FAS Computer Services, provides a variety of computing services and facilities to students, faculty, and staff of the Harvard University Faculty of Arts and Sciences (FAS) and its affiliates. Most services are distributed via the FAS Network, a high-speed, fiber-optic data network that connects student residences, faculty and administrative offices, libraries, laboratories, and public spaces. HASCS has specialists dedicated to providing for the needs of instruction, student communication, and faculty-staff interaction. HASCS maintains a service-oriented website at www.fas.harvard.edu/computing.

Faculty and Staff Technical Support

HASCS offers technical support to faculty and staff through the Faculty and Staff Computer Support (FASCS) program. FASCS provides support for network connections, software operation, and hardware repair. A network of local Information Technology (IT) Contacts acts as liaison to HASCS computer support and often serve as the first line of faculty and staff computer support. Faculty and staff members may also participate in HASCS training programs, discussion groups, and clinics, which are designed to improve general computer competency and knowledge. The FASCS support line at (617-496-2727) is available to IT Contacts and faculty. Computer assistance for faculty and staff is available via email at fasc@harvard.edu.

Classrooms and Facilities

HASCS also operates “hands-on” computer classrooms, computing laboratory facilities, and a specialty multimedia room. For more information about the computer classrooms, or to schedule a reservation, please see: www.fas.harvard.edu/computing/fasclass/. Course software is available on the HASCS website, www.fas.harvard.edu/computing. Videoconferencing equipment is available in the Science Center Technology Showcase for faculty wishing to collaborate over the Internet. For more information, contact (617-495-9000).

The Instructional Computing Group (ICG) within HASCS assists faculty in implementing computing options for instruction, such as course websites, class mailing lists, discussion groups, course accounts, sectioning, and gradebooks. Instructional computer support information is on the Web at www.icg.fas.harvard.edu.

University Information Systems (UIS)***Technology Services***

219 Western Avenue, Allston, (617-495-5450) or (800-440-7494)

www.computers.harvard.edu

Monday–Friday, 9 am–5 pm

Technology Services offers to faculty, staff and students educational pricing on computer products, software and accessories. Represented hardware manufacturers include Apple, Compaq, Gateway, Handspring, Hewlett Packard, IBM, NEC, Palm, Sony, Sun, and Toshiba. TPC offers additional pricing incentives throughout the year, particularly during its annual back-to-school program (June to mid-October). The Technology Services technical staff work on a non-commissioned basis and are trained to provide customers with expert advice that is non-biased.

The Technology Services showroom is located at 26 Dunster Street, Harvard Square in Cambridge. The Showroom and Telesales are open Monday through Friday, 9 am to 5 pm. The Distribution Center is located at 175 North Harvard Street in Allston and is open for prepaid order pickup Monday through Friday, 9 am to 5 pm.

Repair Operations

219 Western Avenue, Allston (617-496-TECH) (8324)

www.uis.harvard.edu/technology-services/hardware_repairs

Monday–Friday 8:30 am–5 pm

Repair Operations offers competitive maintenance contracts, hardware repair, and upgrade services on a wide variety of computer equipment including Apple, Compaq, Epson, Gateway, Hewlett Packard, IBM, and Toshiba. All repairs and upgrades are performed by vendor-authorized technicians and carry a 90-day warranty. HarvardCare is a one-year extension of the manufacturer's warranty covering all parts and labor offered by Repair Operations. HarvardCare customers receive free installation of any upgrade part purchased at Repair Operations. Ask about Master Service, a service program available for departments.

Harvard Printing & Publications Services (HPPS)

Main Production Facility and General Information

219 Western Ave., Allston, (617-495-2175)

Hours and service vary by site.

Customer Service Centers

Harvard Law School, Pound Hall Basement, (617-495-3143)

Harvard Medical School, 180 Longwood Ave., (617-432-1481)

JFK School of Government, 79 JFK St., Littauer, G34, (617-495-1745)

Science Center, One Oxford St., (617-495-7500)

www.hpps.harvard.edu

Harvard Printing & Publications Services (HPPS) provides quality digital print, copy, and mail services at competitive pricing to the Harvard community. HPPS' customer service centers are conveniently located throughout the Cambridge campus and in the Medical area and offer a variety of copying and binding services. Mailing capabilities include inserting, addressing, US postal permit preparation, and personalized mail merge. Color copying, network print, and self-service copiers are available at some locations. Pick-up and delivery service is also offered. Customer service representatives are available for consultation on all services. For information about the University's Strategic Print Partnerships, including recommended vendors for such services as letterhead, stationery, and envelopes, please visit *vpf-web.harvard.edu/ofs/procurement*.

HPPS accepts department billing codes, cash, Crimson cash, credit cards, personal checks, and student term-bill.

♿ Wheelchair accessible, all sites.

Faculty of Arts and Sciences

Directory

Dean of the Faculty: University Hall, 2nd Floor South
William C. Kirby, (617) 495-1566, wckirby@fas

Assistant Dean of the Faculty: University Hall, 2nd Floor South
John Gerry, (617) 496-6976, gerry@fas

Academic Affairs and Faculty Development, University Hall, 3rd Floor

The office of Academic Affairs handles matters relating to faculty salaries, leaves, sabbaticals, and retirement, and appointment and review policies. Instructors having concerns in these areas may speak with their department chair or, if they prefer, with the office of Academic Affairs. The Office of Faculty Development handles matters relating to the recruitment of faculty, both senior and junior.

Associate Dean for Academic Affairs

Vincent Tompkins, (617) 496-2969, v_tompkins@harvard.edu

Assistant Deans for Academic Affairs

Trevor Dickie, (617) 495-3613, dickie@fas.harvard.edu

Edward Kleifgen, (617) 495-5083, kleifgen@fas

Rebecca Wassarman, (617) 495-3612, rebecca_wassarman@harvard.edu

Associate Dean for Faculty Development

Laura Gordon Fisher, (617) 496-1162, laura_fisher@harvard.edu

Assistant Dean for Faculty Development

Jennifer Kotilaine, (617) 384-5920, jennifer_kotilaine@harvard.edu

Administration and Finance, University Hall, 2nd Floor North

Executive Dean

Nancy Maull, (617) 496-3992, n_maull@harvard.edu

Associate Dean for Administrative Planning

Leah McIntosh, (617) 495-1632, leah_mcintosh@harvard.edu

Associate Dean for Finance

Cheryl Hoffman-Bray, (617) 496-7102, cheryl_hoffman@harvard.edu

Assistant Deans for Finance

David L. Murphy, (617) 496-1249, david_l_murphy@harvard.edu

Gail M. Pisapio, (617) 496-4197, gpisapio@harvard.edu

Associate Dean for Physical Resources and Planning

David Zewinski, (617) 495-4895, d_zewinski@harvard.edu

Assistant Dean for Physical Resources and Planning

Nazneen Cooper, (617) 495-8451, ncooper@fas

Associate Dean for Administrative Resources

Geoffrey Peters, (617) 495-8456, gpeters@harvard.edu

Assistant Deans for Human Resources

Christopher Kruegler, (617) 495-5571, kruegler@fas

Julie Stanley, (617) 496-1846, jstanley@fas

Special Assistant to the Executive Dean

Kathryn Link, (617) 495-4083, link@fas

Administrative Board of Harvard College

www.college.harvard.edu/academic/adboard

For remarks concerning the full membership of the Administrative Board and its procedures see the *Administrative Board Guide for Students*: www.college.harvard.edu/academic/adboard/student_guide.pdf.

Chair: Dean Benedict H. Gross, (617) 495-1555, gross@fas

Secretary: Dean David Fithian, (617) 495-1555, fithian@fas

Allston Burr Senior Tutors

www.college.harvard.edu/academic/senior_tutors

Michael R. Rodriguez	Adams House C-18	rodrig2@fas
Stephen Kargère	Cabot House A-Entry	kargere@fas
Carole Mandryk	Currier House Office	mandryk@fas
Thomas A. Dingman	Dudley House Office, Lehman Hall	tdingman@fas
Paulette Curtis	Dunster House J-36	curtis@fas
Oona Ceder	Eliot House N-22	ceder@fas
Coral Fernandez-Illescas	Kirkland House H-12	cillescas@fas
Catherine Shapiro	Leverett House F-5	cshapiro@fas
John Ellison	Lowell House A-22	jellison@fas
Bradley Zakarin	Mather House Office	zakarin@fas
Melinda Gray	Pforzheimer House Office	mgray@fas
Maria Trumpler	Quincy House Office	trumpler@fas
James von der Heydt	John Winthrop House D-11	vonderh@fas

Animal Resources, The Office of

Director: Dr. Arthur Lage, (617) 432-1289, authur_lage@hms
For policies on research involving animal subjects, see page 23.

Arts, Office for the: 74 Mt. Auburn Street

Director, Jack Megan, (617) 495-8676, megan@fas

Audiovisual Services, see Instructional Media Services.

Bureau of Study Counsel: 5 Linden Street

Director: Charles P. Ducey, (617) 495-2581, cducey@fas
See page 62 for detailed information.

Classroom Scheduling, Office of: 20 Garden Street, (617) 495-1541, classrms@fas

Communications, FAS Office of: 1414 Massachusetts Avenue, 4th Floor

Director: Robert Mitchell, (617) 496-5399, robert_mitchell@harvard.edu

Computer Services, Faculty of Arts and Sciences

The many forms of support offered to instructors by the FAS Computer Services are outlined on page 64.

Copy/Print Services, see Harvard Printing & Publications Services.

Continuing Education and University Extension, The Division of: 51 Brattle Street
www.dce.harvard.edu

Dean of the Division: Michael Shinagel, (617) 495-2930, shinagel@hudce

Core Program: 38 Kirkland Street

www.courses.fas.harvard.edu/~core

Director: Susan W. Lewis, (617) 495-2563, slewis@fas

Assistant Director: Jean H. Leventhal, (617) 495-2563, jleventh@fas

Core Program, Standing Committee on the:

Chair: Dean William C. Kirby, (617) 495-1566, wckirby@fas

Dean Benedict H. Gross, *ex officio*, (617) 495-1555, gross@fas

Professor Peter J. Burgard, (617) 496-4922, burgard@fas

Professor Andrew Gordon, (617) 495-3220, agordon@fas

Professor Jeffrey Frieden, (617) 496-2386, jfrieden@harvard.edu

Professor Thomas F. Kelly, (617) 495-9854, tkelly@fas

Professor Robert Kirshner, (617) 495-7519, rkirshner@cfa

Professor Richard Tuck, (617) 496-0967, richard_tuck@harvard.edu

Development Office: 124 Mount Auburn Street, (617) 495-1636

Dean for Development and Associate Vice President

Beth B. Raffeld, (617) 496-6887, beth_raffeld@harvard.edu

*Associate Dean for Development (FAS) and Associate Director
of University Development*

Paul T. Keenan, (617) 496-6208, paul_keenan@harvard.edu

Associate Dean for Development

Roger Cheever, (617) 496-0246, rcheever@harvard.edu

Disability Resources, see Student Disability Resources.

Engineering and Applied Sciences, Dean of the Division of

www.deas.harvard.edu/index.html

Dean Venkatesh Narayanamurti, (617) 495-5829, venky@deas.harvard.edu

Equal Employment, Officer for:

Rebecca Wassarman, (617) 495-3612, rebecca_wassarman@harvard.edu

Faculty Aide Program: Student Employment Office, Byerly Hall, (617) 495-2587

This program is designed to help members of the Faculty of Arts and Sciences hire undergraduate research assistants. Information and application are available on the website: www.seo.harvard.edu/research.

Film Projection and Rentals, see Instructional Media Services.

Freshmen Dean's Office: 6 Prescott Street, (617) 495-1574

Dean of Freshmen

Elizabeth Studley Nathans, (617) 495-1574, nathans@fas

Associate Dean of Freshmen

Rory A.W. Browne, (617) 495-1574, rbrowne@fas

Assistant Deans of Freshmen in Residence

Wendy E. F. Torrance, (617) 495-1574, wtorran@fas
 James Mancall, (617) 495-1574, jmancall@fas
 Lesley Nye, (617) 495-1574, nye@fas

Freshman Seminars, House Seminars, and General Education Programs:

6 Prescott Street, (617) 495-1523

Director: Elizabeth Doherty, (617) 495-1523, elizabeth_doherty@harvard.edu

Associate Director: Gerard Denault, (617) 495-1523, gdenault@fas

Graduate Records: see Registrar, Office of the.

Graduate School of Arts and Sciences: Byerly Hall, 2nd floor

For a detailed discussion of the history, organization, and regulations of the Graduate School, consult the *Graduate School of Arts and Sciences Handbook*: www.gsas.harvard.edu/publications/handbook.

Dean of the Graduate School of Arts and Sciences

Peter T. Ellison, (617) 496-1464, pellison@fas

Administrative Dean of the Graduate School of Arts and Sciences

Margot N. Gill, (617) 496-5274, mgill@fas

Dean for Admissions and Financial Aid

Russell E. Berg, (617) 495-1814, berg@fas

Officers for Admissions and Financial Aid

(Humanities) Robert Lapointe, (617) 495-5396, lapointe@fas

Melissa Carden, (617) 495-5396, carden@fas

(Natural Sciences) Jody Ferraro, (617) 495-5396, ferraro@fas

(Social Sciences) Judith Mehrmann, (617) 495-5396, mehrmann@fas

Janie Rangel, (617) 495-5396, sjrangel@fas

Associate Dean for Student Affairs

Garth McCavana, (617) 495-1814, mccavana@fas

Harvard College: University Hall First Floor, (617) 495-1555

Dean of Harvard College

Benedict H. Gross, (617) 495-1555, gross@math

Associate Deans of Harvard College:

Thomas A. Dingman, (617) 495-1521, tdingman@fas

Georgene Herschbach, (617) 495-7897, herschba@fas

Judith Kidd, (617) 496-1740, jhkidd@fas (Acting)

Jeffrey Wolcowitz, (617) 495-2109, j_wolcowitz@harvard.edu

Special Assistant to the Dean

Elizabeth Doherty, (617) 495-1523, elizabeth_doherty@harvard.edu

Assistant Deans of Harvard College:

David Fithian, (617) 384-7261, fithian@fas

Deborah Foster, (617) 495-4245, dfoster@fas

Julia (Judy) Fox, (617) 495-4348, jfox@fas

John T. O'Keefe, (617) 384-7239, okeefe@fas

Harvard Foundation for Intercultural and Race Relations

www.fas.harvard.edu/~harvfoun

Director: S. Allen Counter, 7 Thayer Hall, (617) 495-1527, counter@fas

Harvard Printing & Publications Services

See page 65 for a complete list of copy centers and services.

Harvard Yard Operations: Weld Hall, B1, (617) 495-8842

Concerns about classroom maintenance and repair requests should be addressed to Harvard Yard Operations. Problems with classroom temperature or ventilation are handled by the University Operations Center (617) 495-5560.

Health Services, Harvard University: Holyoke Center, 75 Mt. Auburn Street

www.uhs.harvard.edu

Director: David S. Rosenthal, (617) 495-2010, drose@uhs

Extensive information on the procedures and services of HUHS is provided in the *Handbook for Students*: www.registrar.fas.harvard.edu/handbooks/student/index.html.

House Seminars: see Freshman Seminars.

Human Subjects, Committee on the Use of: Science Center 129, (617) 495-2627

For policies on research involving human subjects and the Committee on Student Research Participation, please see page 22.

Instructional Media Services

Director: Robert G. Doyle, (617) 495-0757, rdoyle@fas

For a more detailed description of services, see page 63.

Instructional Research and Evaluation, Office of: 20 Garden Street.

Director: Barbara Carroll, (617) 496-5377, bcarroll@fas

International Office: Holyoke Center 864, (617) 495-2789.

Director: Sharon Ladd, (617) 496-2812, sharon_ladd@harvard.edu

Language Resource Center: see Instructional Media Services.

Library Collections and Services

Government Documents and Microforms: Lamont Library, 1st Floor, (617) 495-2479
hcl.harvard.edu/govdocs

Interlibrary Loan: Widener Library, 2nd floor, Room 497, (617) 495-2972
hcl.harvard.edu/widener/services/ill/ill.html

Map Collection: Pusey Library, (617) 495-2417
hcl.harvard.edu/maps

Curator: David A. Cobb, (617) 495-2417, cobb@fas

Research Resources for Instructors

hcl.harvard.edu/research/forinstructors

Reserve Books:

Lamont Library, (617) 495-2979

Hilles Library, (617) 495-8722

hcl.harvard.edu/services/reserves/hillam/policy/guidelines.html

Cabot Science Library, (617) 495-5355

hcl.harvard.edu/cabot/reserves.html

Theatre Collection: Pusey Library, (617) 495-2445
hcl.harvard.edu/houghton/departments/htc/theatre.html
Curator: Frederic Woodbridge Wilson, fwwilson@fas

Overhead Projection: see Instructional Media Services.

Race Relations: see Harvard Foundation.

Registrar, Office of the: 20 Garden Street
www.registrar.fas.harvard.edu

The Office of the Registrar oversees the publication of the course catalog and *Handbook for Students*, the scheduling and assignment of classrooms, the preparation of course lists, the scheduling and proctoring of all final examinations, the processing of final grades, the maintenance of student records, and the conferring of degrees.

Acting Registrar

Lynn Dunham, (617) 495-8268, ldunham@fas

Associate Registrar of Courses, Scheduling, and Publications

Patricia O'Brien, (617) 496-5140, obrien2@fas

Manager of Classroom Scheduling

Ron Cooper, (617) 495-1541, classrms@fas

Manager of Courses and Catalog

Emily Hall, (617) 384-8271, courses@fas

Manager of Exams and Registration

Toni Trainor, (617) 495-1542, fasexams@fas

Associate Registrar of Student Records and Requirements

Lynn Dunham, (617) 495-8268, ldunham@fas

Assistant Registrar of Student Records and Requirements

Marilyn Danz, (617) 496-3711, mdanz@fas

Transcripts/Certifications

Pat Dyer, (617) 496-3713, pdyer@fas

Cross Registration

Allison Stamiris, (617) 496-6597, stamiris@fas

Research and Information Technology, Dean for: Lyman 325

Paul C. Martin, (617) 495-7933, martin@harvard.edu

Secretary of the Faculty

John B. Fox, Jr., (617) 495-1522, john_fox@harvard.edu

Assistant Secretary to the Faculty

William Thauer, (617) 495-4426, william_thauer@harvard.edu

The Office of the Secretary supports the effective governance of the Faculty of Arts and Sciences, and assists faculty and students in formulating and understanding the policies and programs of the Faculty. Also responsible for the administration of student prizes, the appointment of Standing Committees, and for Memorial Minutes.

Senior Tutors: see Allston Burr Senior Tutors.

Sourcebook Publications (Core courses only): 38 Kirkland St., (617) 495-4692

Sourcebook Publications (other than Core courses): see Coursepacks on the University Information Services website, page 65.

Student Disability Resources: 20 Garden Street

Director: Louise Russell, (617) 496-8707, (617) 496-3720 V/TTY, lrussell@fas

See page 19 for a detailed discussion of SDR and advice to instructors in dealing with students with disabilities.

Student Research Participation, The Committee on: 5 Linden Street

Chair: Charles P. Ducey, (617) 495-2581, cducey@fas

Summer School, Division of Continuing Education: 51 Brattle Street

www.summer.harvard.edu

Teaching and Learning, Derek Bok Center for: Science Center 318

Director: James Wilkinson, (617) 495-4869, jwilkins@fas

For a summary of the many services it offers to instructors, see page 62.

Technical Services: see University Information Systems.

Technology Product Center: see University Information Systems.

Transfer and Visiting Student Programs

Director: Julia (Judy) Fox, (617) 496-4892, jfox@fas

Undergraduate Education, Office for: University Hall, 1st Floor North, (617) 495-4211

University Information Systems

For detailed information on UIS services, see page 65.

Videotape Rentals, see Instructional Media Services.

Visiting Undergraduates, see Transfer Students.

Writing Center: Barker Center, (617) 495-1655

Director: Maxine Rodburg, (617) 496-6861, rodburg@fas

Additional information is available on page 62.

Department, Division, and Committee Chairs and Representatives

The following lists the Chairs (CH), Head Tutors of undergraduate concentrations (HT), Directors of Undergraduate Studies (DUS), Directors of Graduate Studies (DGS), and Undergraduate Advisers (UA) for the departments, divisions, and committees of the Faculty of Arts and Sciences.

African & African American Studies (617) 495-4113

Professor Henry Louis Gates, Jr. (CH) (*on leave 2003-2004*)

Professor Lawrence D. Bobo (Acting CH)

Professor Michael C. Dawson (DGS)

Professor Evelyn Brooks Higginbotham (DUS)

African Studies (617) 495-5265

Professor Emmanuel Akyeampong (CH)

Anthropology (617) 495-5564

Professor William L. Fash (CH)

Professor C. C. Lamberg-Karlovsky (DGS–Archaeology) (*on leave fall term*)

Professor Gary Urton (DGS–Archaeology) (*fall term*)

Professor David Pilbeam (DGS–Biological)

Professor Mary M. Steedly (DGS–Social) (*fall term*)

Professor Theodore Bestor (DGS–Social) (*on leave fall term*)

Professor Richard W. Wrangham (HT)

Applied Mathematics (617) 495-2833

Professor Donald G. M. Anderson (DUS)

Archaeology (617) 496-8162

Professor C. C. Lamberg-Karlovsky (CH) (*on leave fall term*)

Architecture, Landscape Architecture, and Urban Planning (617) 496-1240

Professor K. Michael Hays (CH, DGS)

Astronomy and Astrophysics (617) 495-3752

Professor Lars Hernquist (CH)

Professor John Huchra (DGS)

Professor Bryan M. Gaensler (HT)

Biochemical Sciences (617) 495-4106

Professor Richard M. Losick (HT)

Biological Sciences in Dental Medicine (617) 432-4281

Professor Bjørn R. Olsen (CH, DGS)

Biological Sciences in Public Health (617) 432-1563

Professor Dyann F. Wirth (CH, DGS)

Biology (617) 495-2906

Professor William M. Gelbart (HT)

Biology (Molecular and Cellular) (617) 495-2300

Professor Andrew P. McMahon (CH)

Professor Raymond Erikson (DGS)

Biology (Organismic and Evolutionary) (617) 495-2305

Professor Andrew A. Biewener (CH)

Professor Naomi E. Pierce (DGS)

Biophysics (617) 495-3360

Professor James M. Hogle (CH, DGS)

Biostatistics (617) 432-2826

Professor Lee-Jen Wei (CH)

Business Economics (617) 495-6106

Professor Jerry R. Green (CH)

Business Studies (617) 495-6106

Professor George P. Baker (CH)

Celtic Languages and Literatures (617) 495-1206

Professor Patrick K. Ford (CH) (*on leave spring term*)

Professor Tomàs Ó Cathasaigh (Acting CH) (*spring term*) (DGS)

Chemical Physics (617) 496-7537

Professor Eric J. Heller (CH)

Professor Andrew G. Myers (Co-DGS)

Professor Anthony R. Shaw, Jr. (Co-DGS)

Chemistry and Chemical Biology (617) 495-4076, (617) 495-5696

Professor Stuart L. Schreiber (CH)

Professor Andrew G. Myers (DGS)

Professor Eric N. Jacobsen (DUS)

Chemistry and Physics (617) 496-7537

Professor Eric J. Heller (CH)

Professor Howard Georgi (DUS)

David Morin (Assistant DUS)

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